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ABSTRACT

This publication comprised of two volumes describes the findings of a review of Palestinian universities emphasizing science and technology, and the resulting recommendations for higher education improvement and support to be carried out between 1994 and 1998. In volume I the review, or mission, found that there are 28 tertiary-level institutions in the West Bank and Gaza Strip staffed with well trained academics. Enrollment at the eight universities for 1993-94 was 22,500 at the Bachelor's level and 225 at the Master's level. All institutions face severe financial problems that require international assistance. Effective higher education ranks among the first conditions to be fulfilled for the success of peace in the region. The report recommends, in volume II, that: (1) higher education institutions in this area be sustained with international support; (2) there be an overhaul of vocational and technical education and training; (3) graduate programs be gradually developed; (4) qualitative standards for higher education be raised; (5) universities study and respond to immediate economic development needs, particularly tourism; (6) regional and international linkages with other institutions and agencies be developed; (7) an estimated 50 million dollars be invested annually over the 5 years between 1994 and 1998. Also conatained in volume II are specific project proposals. (JB)

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THE WEST BANK AND GAZA STRIP

HIGHER EDUCATION IN THE WEST BANK AND GAZA STRIP

VOLUME I

Overview of the System and the Needs of the Reconstruction Process

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UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

1994

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THE WEST BANK AND GAZA STRIP

HIGHER EDUCATION IN THE WEST BANK AND GAZA STRIP

VOLUME I

Overview of the System and the Needs of the Reconstruction Process

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

1994

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Note: The terms of reference of the UNESCO mission to the West Bank and Gaza Strip covered higher education, with emphasis on science and technology. On the spot, it was found difficult to take this separately from other components of tertiary education. This is reflected in the following report. The report is published in two Volumes. Volume I, meant to serve as the main reference document, contains the full report of the mission, while Volume II, aimed to serve as a synoptic document focuses on the main recommendations and the Project Proposals.

EXECUTIVE SUMMARY

MAIN FINDINGS OF THE MISSION:

The 28 tertiary-level institutions represented in the Council for Higher Education (**8 universities and 20 community colleges**) bear witness to the great efforts made by Palestinians to provide for higher-level learning and training under very difficult circumstances. Most of them (including all the universities) were established after 1967, on the initiative of private-sector group and individuals, including members of the Palestinian diaspora.

The staff are generally well trained academically, with degrees from universities in the USA, Europe and the Arab region. Student enrolment at the eight universities for the year 1993-1994 ran to 22,500 students at BA and BSc level, and 225 at MSc level. There were 6,642 students at the technical and community colleges. At the same time a considerable number of young Palestinians pursue higher education outside the "OT" (Occupied Territories).

The above institutions are evenly distributed over the OT. There are big differences with regard to facilities (buildings, space for expansion, laboratories, workshops, libraries, maintenance units, etc.), but some at least have the means required to cater adequately for the current or even a slightly higher level of enrolment.

The Mission recognizes the remarkable achievements in the field of tertiary education in the OT. Its attention, however, was focused on the difficulties the institutions encounter. All face severe financial problems, a situation which has been deteriorating constantly after the Gulf War. The Palestinians cannot sustain the current system, let alone strengthen and expand it to meet obvious needs, with their own resources only. International assistance is absolutely necessary.

The Mission emphasizes that a viable, efficient and high-quality system of tertiary education, well tuned to the realities and needs of the Palestinian people and competitive on the regional and international scene ranks among the first conditions to be fulfilled for success of the peace process and for self rule by the Palestinians. Natural resources in the OT are limited. The future of an independent Palestine will depend therefore primarily on its human resources.

ISSUES AND RECOMMENDATIONS

In the light of the above findings the Mission would like to put forward the following issues and recommendations with regard to higher education. The issues will have to be addressed by the transitional authority to be established as part of the peace process, by the local communities and by the Palestinian institutions of higher education themselves. Implementation of solutions will require urgent assistance from the international community and the Mission appeals strongly for coordination of effort in this respect within the international donor community.

Higher Education Development Policy and Strategy

(a) Education in general and tertiary education in particular have a major part to play in the peace process. Daily events, since the signature of the Washington agreement, indicate that the process is very fragile, that there are still many obstacles to overcome and that there are forces opposed to it. Visible, tangible immediate results are needed in order for those concerned to gain confidence in the process. **Higher education is one area in which such results can be achieved through the combined efforts of the authorities, the local communities and the international community. It is therefore of utmost importance in the short run to keep the existing institutions fully operational, to improve the quality of teaching and learning they provide, and to set their management on a course which should enhance their sustainability.**

(b) A strong case must be made to the international community for it to attach due attention to tertiary education in its commitment of support to the Palestinian people on its way to independence and self-government.

(c) The institutional framework within which authority over education can be put in Palestinian hands must be created. One of its first tasks should be to develop a clear **policy and strategy** with regard to tertiary education in Palestine and to proceed, in broad consultation with all interested parties, to the **legislative reform and restructuring of the current institutions** with a view to integrating them into a **coherent national system**, thus maximizing complementarity of programmes and minimizing current duplications and imbalances.

(d) In better tuning tertiary education to the development needs an independent Palestine, it is necessary to correct **the imbalance between enrolments in universities and in the technical and community colleges**. A full review and overhaul of vocational and technical education and training at all levels is needed in order to establish this kind of education firmly in the system.

(e) Graduate studies and research are offered at two universities. This is at an initial stage and involves a very limited number of students (1% of total enrolments). The Mission team recommends gradual development in carefully selected fields, with due attention to quality and viability.

Quality and Relevance

(f) There is a general need to raise the **qualitative standards** of tertiary education and this calls for concrete, specific steps at national level and at that of each institution. These should be directed at **programmes and curricula, staff development, admission policies, the development of research and of graduate studies in appropriate fields**, etc. The pursuit of quality is dictated likewise by the responsibility which the universities have towards the other levels of education, particularly with regard to **teacher training**.

(g) A careful study of the immediate and short-term economic development needs of Palestine should be undertaken in order to determine how education and training can respond to them. Construction and services in the broad sense of the term, are examples of fields where human resources at various levels of training and skills will be needed. A particularly promising area which can provide jobs and earn foreign currency is **tourism**. The development of cultural and religious tourism requires a very diversified set of knowledge and skills,ranging from the conservation of monuments to food technology, from the production of souvenirs to hotel management, and from medical care to knowledge of other religions. The system of community colleges can fit the need for such specialized training. **A special study of the education and training needs for tourism related occupations is recommended by the Mission.**

Role of International Links and of International Assistance

(h) For the above-mentioned goals to be reached, **regional and international linkages and co-operation** are going to be very important. The international academic community has in various ways, expressed its solidarity with and willingness to support higher education institutions in Palestine. International co-operation will be essential to help raise quality, particularly with regard to research and graduate studies, for institutional and staff development and to meet certain immediate library and laboratory needs. It also has a much wider part to play as a means toward international opening-up, overcoming past isolation and removing entrenched tensions and animosities, thus making a vital contribution to the peace process in the region. **Palestinian academics abroad** should also be involved in this co-operative effort, and their return, on a permanent or a temporary basis, should be encouraged and facilitated.

Financial Resources

(i) The growth of the number of colleges and universities and the available finances are not in balance at present. For at least the next five years the country will be unable to finance the kind of higher educational system needed by a land without natural resources and which has to count on the quality of its human resources to achieve prosperity in a competitive world. An estimated 50 million dollars annually will be needed, over a period of five years to cover operating costs and capital investments and to launch specific projects.

A donor conference could be organized jointly by UNESCO, the major donor organizations of the UN system, the European Union, the Arab Fund for Social and Economic Development, etc. with the advice of the Palestinian authorities, including the Council for Higher Education.

(j) While the big issue is the overall financing of the whole tertiary education system within a coherent and sustainable framework, there are immediate needs that, if met, would make a difference in the quality of the graduates delivered by the system. The priority areas for which immediate action is needed include :

- urgent action to improve provision for **tertiary education at community college and university level in the Gaza Strip**. This requires financial assistance to improve facilities (teaching equipment, libraries, laboratories and workshops) and the **programmes and curricula** of the Islamic University of Gaza and Al Azhar University, and of the technical and community colleges;

- **equipment of science and technical/engineering laboratories** at those universities and colleges having already the necessary infrastructure;

- **provision of basic textbooks.**

The Mission submits a number of Project Proposals aimed at implementation of the above recommendations by the authorities in charge of higher education and the Palestinian institutions, with the support of the international community and in co-operation with IGOs, NGOs and higher education institutions in various parts of the world.

REPORT OF THE MISSION

I. BACKGROUND, OBJECTIVES AND PROCEEDINGS OF THE MISSION

1. UNESCO has been assisting the Palestinian people for several years, in particular through the Educational Department of UNRWA and UNESCO offices in the region. The Israeli-Palestinian agreement signed in Washington on 13 September 1993, entitled "Declaration of Principles on Interim Self-government Arrangements", opened up new prospects for peace in the Middle East and a new chapter in the history of the Palestinian people. Mr Yasser Arafat, Chairman of the Executive Committee of the PLO, in his statement before the Executive Board of UNESCO on 21 October 1993, expressed the desire for UNESCO to play an active role in the building of Palestinian educational and cultural institutions.

2. The General Conference of UNESCO at its 27th session, in October 1993, invited the Director-General of UNESCO to draw up, in consultation with the competent Palestinian authorities, a comprehensive plan to meet the needs of the Palestinians in UNESCO's fields of competence, i.e. education, science, culture, and communication. In early December 1993, a memorandum of co-operation was signed by Mr Federico Mayor on behalf of UNESCO and Mr Yasser Arafat for the PLO. It provides for UNESCO to assist the Palestinian Education authority in bringing the whole education system to internationally accepted standards through the development of coherent policies and the introduction of planning and management procedures and mechanisms. Specific references to education in the memorandum include the strengthening of post-secondary and university education, improvement of the technical/vocational educational system, development of research and training institutions and of school and university programmes in the fields of science, technology and the management of natural resources, as well as recourse to Palestinian scientists and technologists from the diaspora.

3. In order to put activities concerning higher education on a firm basis, a mission to the Occupied Territories (West Bank and the Gaza Strip) was organized by UNESCO in co-operation with the Palestinian Council of Higher Education (CHE).

4. The terms of reference of the mission were:

> *"to undertake a review of the present situation of higher education, in particular of the Palestinian Universities, with emphasis on the science and technology component. The mission will assess the strengths and weaknesses of the higher education institutions in the West Bank and Gaza, and will look, in particular, into the following: adequacy of human resources, programmes and curricula, institutional services including libraries, special service units, training facilities, financial sources and sustainability, institutional framework and external linkages and formulate recommendations thereupon."*

5. Projects were to be identified for which funding would be sought mainly through assistance from the international community. For a number of priority needs, concrete proposals were to be prepared and action initiated on them , financed from extrabudgetary sources from the UNESCO Programme.

6. The mission took place from 4 to 14 January 1994. The team included five consultants: Mr Donald Glower, former Dean, Faculty of Engineering, Ohio State University; Mr Jack Hollander, Professor Emeritus of Energy and Resources, University of California, Berkeley; Mr Edward Jennings, President Emeritus and Professor of Finance, Ohio State University; Mr Subhi Qasem, Director, Office for Integrated Agricultural Development, Amman, Jordan, and Professor Luigi Berlinguer, Rector of the University of Siena, Italy, who joined the mission on 9 January. Three UNESCO staff members were also part of the team: Prof. Mr Dumitru Chitoran, Chief of the Higher Education Section, Mr Bikas Sanyal, Senior Programme Specialist, the International Institute of Educational Planning, Mr. F.H. Verhoog, Chief, Unit for Operational Activities in the Science Sector.

7. The mission visited all the universities in the West Bank and the Gaza Strip, i.e. those of Nablus, Birzeit, Jerusalem (Al Quds and Al Quds Open University), Hebron, Bethlehem and Gaza (Islamic University of Gaza and Al Azhar University). It also visited several community colleges - including those run by UNRWA in Nablus, Jerusalem, Hebron, Ramallah and Khan Unis in the Gaza strip. It had talks with the administrators, Boards of Trustees, academic staff and, in a few cases, students as well as with the members of the Palestinian Council for Higher Education. Talks were also held with the UNDP office in Jerusalem (cf Annexed Mission Programme and List of persons met).

8. Sundry material and documents of the CHE, the World Bank, UNDP, and the European Economic Commission were placed at the disposal of the mission. The institutions visited presented various information documents as well as a number of projects for institutional development, requesting the support of UNESCO in securing international assistance for their implementation. All these, as well as other existing relevant documentation, notably from the World Bank and UNDP, were taken into consideration in preparing the present mission report.

II. PRESENT SITUATION OF HIGHER EDUCATION IN THE WEST BANK AND GAZA STRIP

9. Economic, political, socio-cultural and historical considerations converge to make human resources development a major condition for prosperity in the OT and for securing an independent, sovereign and self-governed development of Palestine. Since natural resources are scarce in the Occupied Territories, the main asset of the Palestinian economy is bound to be a high-quality, flexible labour force which can become competitive through its relatively lower cost, proximity to active international markets and preparedness to respond rapidly to new needs. In the present-day world, in which economic development has become increasingly knowledge-intensive, one of the main chances of the Palestinian people lies in its ability to develop an education system capable of acquiring and mastering the knowledge and skills required to accompany the introduction of rapidly-changing technologies and to cater for a broad spectrum of new products and services.

10. The present position of education in Palestine, given the adverse conditions under which it has developed, warrants optimism about the future. According to the basic indicators utilized in international comparisons, the Occupied Territories would appear, in quantitative terms, to be fairly advanced for the region, with 102 per cent enrolment ratio at primary level and one of the highest percentages of the population completing higher education. In 1992-1993 there were 650,000 pupils in 1769 schools employing 22,100 teachers at pre-school, primary and secondary levels. At the tertiary level, in the current academic year 1993/1994, there are roughly just under 30,000 students of whom 22,725 are enrolled in 8 universities and 6,642 in 20 technical and community colleges.

11. **Existing Universities, Technical and Community Colleges.** The present mission report, while recognizing the necessary link between education at all levels, concentrates on education at the tertiary level as offered by the universities and the technical and community colleges. The first characteristic to be emphasized is the recency of these institutions. All eight universities and 12 of the 20 technical and community colleges were established after 1967. Moreover, as indicated in the table below, two of the universities were established as late as the early nineties and 5 community colleges during the 1980-1990 period.

Period	Number of Institutions		Authority responsible for funding and administration in 1994
	Community College	University	
Prior to 1967	10	-	4:Govt., 4:UNRWA, 1:CHE, 1:Private
1970-1975	2	3	Council for Higher Education (CHE)
1976-1980	3	3	All CHE except 1 Com.College: Private
1980-1990	5	-	4:CHE and 1:Private
1991-1992	-	2	CHE
Total	20	8	8 Univ. (CHE), Com.Colleges (4:Govt.; 4:UNRWA; 3 private and 9 CHE)

More details of the distribution of tertiary-level institutions by date of establishment and authority responsible for their administration are given in Tables 1 and 2 (see Annex).

12. All the post-1967 establishments owe their origin and development to private-sector groups or individuals acting as focal points to attract support. The groups included representatives of the Palestinian community, professional associations and philanthropists. They worked in co-operation with well-to-do Palestinians abroad, as well as with wealthy Arabs, mainly in the Gulf States. In most cases, this was a continuation of previous efforts, started before 1967, to support private educational institutions (cf. Table 2). The goals set show an expanding trend which may be summarized as follows:

- to meet growing higher-education needs of Palestinians living in the OT;

- to provide them with opportunities perhaps not easily available outside to qualify in areas of identified community needs such as nursing, polytechnic professions, teaching, tourism and hotel management;

- to establish an institutional base for the development and provision of services to the community, some of which were either denied or atrophied under the conditions of occupation;

- to establish an institutional base for efforts aimed at the preservation of the cultural heritage;

- to provide an opportunity of higher education to young men and women who could not afford to study abroad, were prevented from travel to study outside the OT, and/or might not have been accepted in universities abroad in the light of diminishing opportunities for Palestinians in Arab universities.

13. Boards of Trustees were drawn from among the groups mentioned above and their contributions and efforts were, on the whole, voluntary. The success of each initiative group as well as of the Boards of Trustees in mobilizing support varied greatly, as reflected in the progress of the separate institutions (cf. below, Evaluation).

Governance and Management Structure; Role of the Council of Higher Education

14. The 28 tertiary-level institutions in the West Bank and Gaza are characteristically non-profit, private sector, and autonomous institutions. The eight universities and nine community colleges under the authority of the Council of Higher Education (CHE) are in this group. Four community colleges are run by the United Nations Relief and Works Agency (UNRWA), and four are under Israeli civil administration. The remaining three private community colleges are religious ones. The growing role of the CHE in the governance of tertiary-level institutions is significant. Thus, in addition to the 8 universities, CHE is responsible for 9 community colleges which account for 53% of enrolments at this level and for 50% of the staff. The four community colleges under the Israeli Civil Administration account for 20% of enrolments and 18% of staff, and the UNRWA-run colleges for 17% and 25% respectively. The 3 private, religious colleges cover 8% of enrolments and 7% of the staff.

15. Each Palestinian university has a Board of Trustees, a University Council, President and Vice President(s), Dean for every college, council for every college, chaired by the Dean, and council for each academic department, chaired by a head. On the whole the Palestinian universities and colleges appear to enjoy a high degree of autonomy vis-à-vis the Council for Higher Education. The Council is not involved for instance, in the appointment of the executive heads of the institution and the management at college, faculty or department level. The major obstacles with regard to management, beginning with hiring staff from abroad and ending with the normal functioning of the institutions, have been in relations with the Occupation Authorities.

16. Matters relating to hiring and promotion of academic staff, staff salaries, system of curricula, degree requirements, accreditation, conditions for student admission and transfer, etc. are dealt with in a uniform manner. However, it is clear that the transfer of responsibilities for education to the Palestinians will require the development of a coherent legal and administrative framework for the governance and management of higher education.

17. The Council of Higher Education was established in 1977 as an autonomous institution responsible for the development of Palestinian tertiary-level education. In the absence of a national authority and with the tacit agreement of the Israeli Occupation Authorities, the CHE has successfully handled coordination, funds disbursement and regulatory responsibilities for the eight Palestinian universities and for nine community colleges, all established under the occupation during the period 1970-1992. Its objectives, structure and membership are described in Annex 1. The CHE may be considered as the umbrella organization that represents Higher Education in the OT, and to a certain degree, as the authority responsible for the planning and development of higher education. Its position is strengthened by the fact that substantial funds, amounting to 40 - 60 per cent of the operational budgets of the institutions, are channelled through it. The synergetic relationship between the CHE and member institutions appears to be healthy. The CHE focuses on mobilization of funds from outside sources for all member institutions and uses funding as a coordination mechanism.

Evaluation of the Tertiary Level Institutions in the West Bank and Gaza Strip

18. The main focus of the UNESCO Mission was to review the situation of private sector autonomous universities and community colleges. Visits were made to two of the UNRWA colleges as well. While centred on the institutions visited, the evaluation below raises a number of issues concerning the system as a whole.

19. The way in which higher education institutions have been set up under the adverse conditions of occupation is a testimony to the resourcefulness of Palestinian civic society. The context of development, staff, budgets, academic programmes, student enrolment, some indicators of performance, number of graduates, organization of research, services and linkages of these institutions with society are briefly analyzed in the following paragraphs.

Context of development

20. The universities and community colleges supervised by the CHE came into being under abnormal conditions. There was neither a national authority nor a public funding mechanism to guide and support the creation of these or any other institutions. In the early years of their development, the Universities appeared to make do with the conditions of occupation and functioned "normally". There was a kind of undeclared truce with the Israeli Occupation Authorities. Tension first appeared in the late seventies when some Presidents, staff and officials of universities were deported. This was soon followed by military orders to clear staff hired to teach in the universities. Staff and students alike were subject to threats of being deported, arrested or banned from study or employment. During the late eighties and early nineties, the years of "Intifada", all institutions of higher education were closed for varying periods. Reopening came for some during late 1990, for others in 1991.

21. The flow of funds in support of universities was in most cases irregular except for tuition fees. This stood in the way of any normal planning. In some cases, even when funds were available for buildings, construction permits were denied by the Occupation Authorities. In spite of these uncertainties and constraints, the universities and community colleges continued to develop, but with varied degrees of success. In 1992, however, their financial situation became critical because of the sharp decrease in funds channelled to CHE from abroad after the Gulf War. This happened just when better conditions for normal operation and development had appeared, with the start of peace negotiations between the parties engaged in the Arab-Israeli conflict, including the Palestinians. The dramatic developments between the Palestinians represented by PLO and Israel, both in Oslo and Washington, created great hopes for a better environment. The tension between the institutions and the Occupation Authorities appears to have eased somewhat. The timing of the UNESCO mission came in those circumstances which may be characterized as both opportune and critical. As of now, the situation calls for resolve on the part of all concerned by the healthy development of the Palestinian people and their institutions which can only foster the peace process in this vital area of the world.

Adequacy of physical facilities

22. The Mission visited campuses or offices of all eight universities but only a few of the community colleges under CHE administration. It found striking diversity in the quality and adequacy of buildings and grounds. All universities, with the exception of the two in Gaza, are of attractive stone construction. Birzeit, Al-Quds and Bethlehem appear to have room for the present student body. All other universities are short of space, with less than 50 per cent of the accepted level. Even assuming that enrolment will not grow considerably in the near future and that buildings under construction will be completed, the area per student remains much below accepted international standards. All eight universities lack facilities for sports and physical education. The total built area of all universities allocated for teaching, research and administration comes to about 115 thousand square meters, an average of 6.2 meters per student (Table 3). All universities except Birzeit appeared to lack room for future expansion. Situated on top of a hill, Birzeit has 600 dunums (600 thousand square meters) of land, enough for about ten thousand students, three times the present size. An-Najah has several pieces of land located within few kilometres from the present campus, which seems enough to meet the needs of present level enrolment. The universities that require additional land or are critically short of land even with their present level of student enrolment are: Islamic University of Gaza (IUG), Al-Azhar University in Gaza, and Hebron.

Adequacy of infrastructure and equipment

23. There are marked differences among universities with regard to adequacy of laboratory materials, instruments and infrastructure. The poorest in this respect are Hebron and the Islamic University of Gaza. The laboratories of Al-Azhar are well laid-out but not yet operational because they await equipment. All universities appear to lack one type of equipment or another. This is true even of the science laboratories of the universities of Birzeit, Bethlehem and An-Najah which appear better than the rest. Engineering workshops are a weak point of all universities. An exception is the well-equipped Hebron Technical Engineering College which makes good use of its laboratory. When Palestinian universities

were faced with financial difficulties, the first cuts they resorted to concerned libraries and laboratories. Then came cuts in salaries up to 30-35% . It is obvious that if present financial difficulties persist, the supply of equipment and materials, already hardly acceptable, will deteriorate further.

Programmes

24. With the exception of the S&T College at Al-Quds University, all Palestinian universities started with the least costly colleges and /or disciplines. Thus, Colleges of Arts and Education are present in every university and were the first to be established, while Islamic Studies are offered by six of the eight. Together with Economics and Business Administration, they account for 68 per cent of current enrolments and 79 per cent of all graduates up to the year 1993. There are only eight colleges and/or independent programmes in the field of science and technology, and, even then, science is somewhat favoured. Engineering, is present in three universities, but includes only three departments. Of special interest are the programmes offered by Bethlehem, Al-Azhar and Al-Quds University. They include tourism and hotel management, medical technology, food technology, nursing and paramedical subjects. The absence of medicine and law programmes was of concern to many. On the other hand, many education leaders voiced reservations with regard to the duplication of colleges and/or programmes at three or more universities. For instance, there are three colleges of agriculture. Shortage of funds was cited as being behind the slow and limited development of S&T disciplines and colleges, and most university officials recognized that the future picture would be totally different if and when the financial resources improve.

25. The programmes of community colleges are on the whole satisfactory. A good example is the Hebron Technical Engineering College which offers two-year programmes in 18 areas, including: Refrigeration and Air Conditioning, Agricultural Mechanization, Radio and TV, Ceramics and Glass, Industrial Automation, Fashion Design, Surveying, etc. It is envisaged that, by 1997, all community colleges will teach only technical subjects. Those that have education, arts and other academic subjects would discontinue them.

Libraries

26. Most of the universities and colleges are too young to have developed adequate library facilities. Initial efforts were handicapped by lack of funds, particularly in the wake of closure during Intifada. All institutions lack books, periodicals and library facilities in general. In some cases, the situation is dramatic. It is true that some universities, like Birzeit, have premises, and An-Najah is building a new larger library. On the whole, however, universities have suffered from limited funds allocated to library space, books, journals and related facilities. In some universities like IUG, Al-Azhar, Hebron and most Al-Quds colleges, library facilities as well as book and journal holdings are below the minimum level required. Bethlehem University appeared to have a well-organized library, but is limited with regard to reference material. All universities suffer from inadequate current reference material in areas basic to the normal functioning of a library. None subscribes, on a regular basis, to the leading scientific and academic journals. Even those collections of scientific journals which had begun to be developed, as for example at Birzeit

and An-Najah universities, were discontinued during the closure, and later on, due to shortage of funds.

27. Few libraries have well-trained librarians who can plan and operate efficient services. Training of new staff in library operation and management is among the urgent needs.

Academic staff

28. Teaching staff in tertiary-level institutions numbered 930 in 1993/1994, with 56 per cent in humanities and social sciences and 44 per cent in S&T disciplines (see Table 10 for distribution). Some 46 per cent hold PhD degrees. The staff-student ratio, calculated for PhD holders only, is 1:51 for the humanities and social sciences and 1:34 for S&T subjects, and since the Palestinian universities offer mainly undergraduate studies the fact that 38 per cent of staff hold MSc degrees only may be found acceptable. However, an effort is necessary in order to increase the number of PhD holders. There are already 58 scholarship students studying for their PhD abroad, divided equally between S&T and humanities/social sciences. Their return may improve faculty strength, if student enrolments remain stable. The way things stand now, the Palestinian universities need at least twice as many Ph.D. holders to bring down the staff-student ratio to a reasonable average of 1:22. What is expected, however, is that student enrolment may continue to increase, especially in S&T subjects, but at rates far outstripping the ability of universities to hire new PhD or even MSc staff. Therefore, the situation may worsen if urgent measures are not taken to strengthen the academic staff.

29. More than 80 per cent of PhD and MSc staff in S&T fields are graduates of well-reputed institutions in Europe and the USA. The share of US university graduates among total staff is 52 per cent in S&T subjects and 35 in education, humanities and social sciences. Other staff members, mostly in Islamic studies, humanities and education, graduated from good universities in Egypt, Jordan, Sudan and Saudi Arabia.

30. The Mission found glaring discrepancies among individual institutions with regard to adequacy of staff. The weakest universities are IUG, Bethlehem and Hebron with staff-student ratios of 1:95, 1:51 and 1:49 respectively. Many IUG staff have moved to Al-Azhar in the last two years. The situation at Bethlehem University is somewhat different: several programmes are in fields where PhD training is unusual (nursing, physical therapy, hotel management, tourism) and therefore the situation may be less critical.

Students

31. Despite abnormal conditions in the OT, enrolment in the universities has increased over the years. In 1993/1994, university student enrolment at BSc level reached 22,250. Enrolment at MSc level was only 225, i.e. one per cent of the total. At the same time, a number of young Palestinians are studying outside the OT. The Mission did not examine in detail the situation of Palestinians who pursue higher education studies abroad. It has been caused by the realities of occupation (closure of the institutions during Intifada, difficulties for free movement, the introduction of permits for students and faculty by the Israeli authorities, etc.). Other reasons are the lack of programmes in certain fields, especially science and technology, at the Palestinian tertiary institutions, and lack of living

accommodation. The numbers of Palestinians studying outside the OT has been increasing, with more demand for those S&T subjects which are not available in Palestinian universities. The demand for these is in any case high throughout the region, which limits the possibilities for Palestinian students to be admitted. (See tables 6 and 7 for details.)

32. Students enrolled in the two-year programmes of the 20 community colleges in 1993/1994 numbered 6.6 thousand, with only 25 per cent in technical fields. The share of teacher training and humanities programmes is therefore very high in the non-university sector: 53 per cent of total enrolments. Three of the community colleges have initiated four-year programmes, two of them in teacher training. The need to correct the imbalance is clearly understood and there are, as mentioned above, plans to restrict community colleges mainly, if not exclusively, to science and technology fields. An additional 1.5 thousand Palestinian students attend community colleges of Jordan, bringing total enrolment at this level to 8.1 thousand. The vast majority of those attending Jordanian colleges are in technical subjects, a situation that reflects the demand in these fields.

33. The share of females in the community-college student population was 58 per cent as against 38 per cent of the student body at BSc level (see table 7 for distribution by major programme).

Graduates

34. Community colleges and universities have played a significant role over the last 15 years. By 1993 the cumulative number of BSc graduates totalled 15.6 thousand. Many had graduated in the humanities, education and business administration. However, the share of S&T is expected to increase. Several S&T colleges and programmes like agriculture, applied science and technology, or pharmacy, were initiated in the nineties and their first graduates are expected only in the coming two years. If basic sciences are excluded, S&T graduates did not exceed 5 per cent of the total. If S&T fields are not strengthened, large numbers will continue to graduate in the humanities and business administration, a group reported already to be facing unemployment. The highest demand has been for graduates qualified in nursing, management and medical technology.

35. The above-mentioned imbalances in fields of study are also present in community college output. The highest unemployment was reported among those graduating from the academic stream. Many end up doing unskilled or semi-skilled jobs. Technical and technological graduates do not meet employment problems, in spite of the limited job opportunities in the OT. However, these account for no moroe than 25 per cent of community college graduates, estimated in 1993 to have reached approximately 3.2 thousand. In 1993, only one out of 3 to 6 applicants was accepted in the technical and technological streams, which shows the popularity of these programmes among high-school graduates. It is safe to conclude that such a demand is a natural reflection of demand in the labour market. It is also safe to say that such demand will increase in times of peace when development and economic conditions are expected to improve substantially.

Research

36. Although research activities are quite limited in most universities, the Mission found with satisfaction that some quality research was being done by academic staff at several

institutions. PhDs cannot be promoted above assistant professor unless they publish an accepted number of papers in recognized journals. Most staff are young and very few have the rank of associate or full professor, especially in S&T fields. Neither the facilities nor the time available to staff allow for much meaningful, problem-solving research at present. This calls for analysis and appropriate measures since, currently and for some years to come, the universities are the natural location for meaningful research, consistent with national objectives for Palestinian social and economic development.

Community services

37. In addition to teaching and research, community services were explicitly listed among the three major functions of Palestinian universities. Most of them have addressed some community needs by means of scattered projects the vast majority of which were supported by technical assistance agencies. The potential for universities to carry out community service projects is enormous. However, their present capacity in manpower and funds is far from adequate to fulfil this much-needed function.

4. Financial Resources

Main funding sources

38. Financing has been the most critical issue facing Palestinian institutions of higher education ever since their foundation. It has come from three main sources:

a) Student tuition fees. Fees made up 12 to 15 per cent of annual operational budgets. Prior to 1993, tuition fees were about 12 and 15 US dollars per credit hour for the humanities and for science and technology subjects respectively. In the wake of recent financial difficulties reaching crisis level after 1992, they were increased to between 15 and 18 US dollars and between 20 and 23 US dollars respectively. Average fees amount to 250 US dollars per semester. This may appear low when compared to most European and US universities. However, the fact that Palestinian students pay for tuition is somewhat unique in the region, similar only to the situation in Jordan. Considering economic conditions in the OT, fees are quite high, and may prevent many from pursuing higher education if financial assistance is not provided.

b) Funds channelled through CHE. Prior to 1992, the major role was played by the CHE. Contributions, mainly from Palestinians working in the Gulf States, were channelled through CHE to support Palestinian educational institutions. This covered 40 to 60 per cent of the recurrent annual budgets of the various institutions. In 1992, the amount thus channelled reached only half the expected level, causing a serious financial crisis and threatening the normal operation of the universities and most of the community colleges supported by CHE. In 1993, CHE received an EEC grant amounting to about 18 million US dollars, which will cover most of the deficit for the academic year 1993/1994. As matters stand now, it is not clear whether funds will be forthcoming beyond the summer of 1994. The Palestinian higher education institutions are thus in a precarious situation. In

the judgment of the Mission team, the shortage of funds may not only destabilize the universities and community colleges but may threaten their very survival.

c) Grants. Boards of Trustees, the CHE, Presidents of universities and others have successfully campaigned to collect grants for higher education institutions. Some boards were highly successful, as reflected in the superior quality of buildings at universities like Birzeit, Bethlehem, An-Najah and some colleges of Al-Quds University. Most infrastructure, equipment and library costs were covered from the following sources:

- well-to-do Palestinians and Arabs living abroad, some of whom contributed as much as six million US dollars to build the facilities of the college of engineering in one of the universities. Examples of individuals who generously funded a whole building or a wing in a building on a university campus. This was indeed the largest source of campus development costs for most universities.

- bilateral, regional and international technical assistance agencies: International agencies like UNDP, UNRWA, UNESCO, Arab Fund for Social and Economic Development, EEC and bilateral donors such as USAID, IDRC and other foundations have contributed to the development of Palestinian universities and community colleges. Their assistance took the form of equipment, scholarships for staff development, library material and some research funds. Assistance from these sources was carried through for the most part on the basis of competitive and sound proposals. Some institutions benefited more than others.

- charitable foundations and/or associations. Some universities and community colleges received support from charitable organizations. Funding from this source has been neither substantial nor continuous. In a few cases it amounted to between 10 to 15 per cent of recurrent expenditure.

Capital budgets and student costs

39. There are no formal capital budgets for the Palestinian universities, since buildings and other infrastructure items have, on the whole, been covered by donations and grants. Because of fluctuations in the latter, expenditure on these items has varied greatly over the years. Earmarked donations are usually treated as special projects and therefore do not constitute an item in the budget.

40. Recurrent or operational annual budgets of the universities and community colleges are financed, as indicated above, from tuition fees, CHE contributions and occasional grants. Salaries of staff are treated as first priority while other items like equipment, books, journals, materials, maintenance and miscellaneous enjoy second priority. Budgets are organized as projections and the gap between them and actual expenditures may vary depending on the supply of funds. When actual funding falls short of the budgeted figures, the items sacrificed will be those other than salaries. In 1992, the university budgets totalled 25.95 million US dollars, a modest average cost per student of US$1,265, (see Table 6 for individual

university budgets and cost per student for 1993/ 1994). Salaries came to about 83 per cent of the total. However, the actual amount received by the CHE was about half that expected. Universities took drastic steps, reducing salary payments by 30 to 50 per cent, bringing down expenditure other than salaries to a bare minimum and borrowing from staff retirement funds to meet expenditure urgently needed for operations. The budget for 1993/1994 was similar to that of 1992/1993, with a total of about 26.8 million US dollars. The 18 million US dollars grant from EEC is used as support for this.

III. STRENGTHENING THE PALESTINIAN HIGHER EDUCATIONAL SYSTEM AND INSTITUTIONS. NEEDS, ISSUES, RECOMMENDATIONS AND PROJECT PROPOSALS

A. NEEDS AND ISSUES

Policy and Strategy for the Development of Palestinian Higher Education :

41. Palestinians are somewhat unique among the peoples of the world, being among those who do not enjoy nationhood. The ongoing peace process, once it begins to take effect, will provide the Palestinians with great hopes but also with new and different challenges. Their lands have limited natural resources and small markets, but unique historical and religious monuments. The cultural heritage of the Palestinians is also rich and is deeply rooted. Historical and religious monuments and the cultural heritage in general are sources of strength to be utilized. However, the strongest asset of the Palestinians is their human resources. They are widely known to be hardworking, industrious and entreprizing. Human resource development depends on the education system, which will therefore be critical in determining the degree of success. A number of factors - economic, social, educational, cultural and, not least, political - converge to make the existence of a viable, efficient and high-quality education system which is well tuned to the realities and needs of the Palestinians one of the priorities for ensuring the success of the peace process and Palestinian self-rule. This is particularly true of tertiary education, called upon to provide high-level training on a competitive basis in the region and on the international scene. It is of the utmost importance,at the outset to make the existing institutions fully operational, to improve the quality of teaching and learning they provide, and to set their management on a course which should enhance their sustainability.

42. In reviewing what had been written about the functions and objectives of each university and in discussions with the Palestinian education leaders and thinkers, the Mission recognized the need to integrate the many ideas into a coherent policy and strategy for the development of Palestinian higher education. In fact, the CHE has already taken the initiative and set up a committee for that purpose.

43. The elements that surfaced in discussions with Palestinian education and society leaders with regard to the mission, role and function of the Palestinian higher education system included the following:

a) The preservation and development of the Palestinian cultural heritage as a source of national identity and a resource for economic and cultural advancement. This cultural

heritage, although unique, should be viewed as part of the regional, and in many respects, the world cultural heritage;

b) Dissemination and fostering of democratic principles, promotion of human rights and democracy, as well as of universally recognized cultural and human values;

c) The search for excellence and competitiveness in all that the institutions offer, do and produce. Their output should have an edge to compensate for scarce natural resources;

d) The formation of high-level human resources, consistent with the special needs for social and economic development of Palestinian society and in areas in which comparative advantage exists. Among the areas mentioned were development, operation and management of regional and international tourism; medical and educational services to meet national and, perhaps, regional demands; manufacturing of goods and services for export; organization, production and management of information systems, business and marketing.

Access to Higher Education:

44. Whether higher education should become accessible to the masses, to the elite or left to supply-and-demand forces in the job market, is a widely-debated policy issue both at the national and international levels. The debate usually centres on the type and level of higher education to be offered, its societal relevance, economic considerations, absorption capacity of the job market, formation of human capital and quality of life.

45. The indicators published by UNDP in the last issues of the Human Development Report and in the UNESCO World Education Report for 1993 point to the correlation which can be established between overall development and basic educational, science and R&D indicators such as: literacy; enrolment ratios in secondary and tertiary education; number of scientists and technicians per 100 thousand people, etc. The correlation is especially marked with regard to numbers of R&D scientists and technicians per 100 thousand people, tertiary-education graduates as a percentage of their age group, and science graduates as a percentage of total graduates. However, unless human resources are utilized in productive activities, their contribution to the overall development of society will be considerably diminished.

46. The Palestinians value the pursuit of education at all levels and have one of the highest enrolment rates in higher education among the countries of the region. Whether living in the OT or other countries, they regard investing in higher education as a major family responsibility. Palestinians see in the development of human resources their major source of income. The number of Palestinians at work in the Arab Gulf States and other oil exporting countries was much higher than in the OT or other countries.

47. Available statistics do not provide a full picture of access to higher education by Palestinians. However, what was observed and what was gatehred from discussions between members of the Mission and Palestinian educators pointed to the following needs and issues:

a) wider access to tertiary education is a necessity which will require due attention from the transitional authority and increased international assistance;

b) it should go hand in hand with drastic measures to redress current imbalances in respect of levels (22,750 students in universities and only 6,642 in technical and community colleges) and fields of study (cumulative distribution of university graduates over the last 15 years is 81% in humanities, education, Islamic studies and business, 15% in basic sciences and only 4% in technical fields). Enrolments in community colleges are only 25% in technical fields and 75% in academic ones;

c) there is a need to develop graduate studies in relevant fields, since they involve at present for only one per cent of the university student population;

d) access to university education inside the OT should be increased to reduce the large number of Palestinians who pursue studies abroad, particularly at BSc level. This should go hand in hand, as already outlined above, with the correction of present imbalances as reflected in the low proportion of places available in S&T fields.

Type and Level of Higher Education Programmes:

48. Under normal conditions, the planning and organization of higher education are directed at establishing an optimal mix of liberal, professional and S&T programmes in any one institution within a coherent national system. This requires a clear view of the purpose of the system, and has to take into account a broad spectrum of factors that include economic considerations, type of demand, consistency of output with national development objectives and its relevance to special community needs and demands in regions and sub regions of the state.

49. The Palestinian institutions have developed under very special conditions and critical constraints: there was neither a national authority in charge of establishing a policy and strategy for higher education development nor any stable sources of public funding. Individual institutions depended on outside sources of funding which were uncertain, fluctuating and inadequate. The severe conditions of occupation, which included the complete closure of the institutions at a critical moment in their development, greatly affected normal growth. The institutions relied mainly on the personal initiative of Palestinian leaders and academics who conceived and fostered their establishment and development. They offered a limited spectrum of programmes in response to important immediate needs. Reliance on whatever resources could be found and on tuition fees made it impossible to adopt a clear policy and strategy for development into an integrated and coherent system. There are obvious cases of overlapping of programmes, of duplication, at the same time as gaps to be filled and imbalances to correct. The Mission team took note of the plans presented by practically all institutions to expand the spectrum of their programmes. These plans need to be carefully examined and supported, whenever appropriate. However, there is an obvious need to look afresh at the institutions as a whole, to bring more cohesion to programmes across the system and, on that basis, to produce a shift in emphasis toward more relevant programmes both at the level of community colleges and universities. This is one

of the primary tasks to be undertaken by the Palestinian authority which will assume responsibility for educational matters in the West Bank and Gaza Strip.

50. The Mission team identified three major areas where changes and shifts of emphasis are needed on a short and medium-term basis:

(a) With regard to **first degree university programmes** (BA and BSc), the most urgent need is to expand the S&T programmes so as to include industrial manufacturing, industrial management, quality control of goods and services, water technology and water management, civil engineering and construction, food industry and technology, electronic engineering, computer science, information system management and environmental quality and conservation. Some existing programmes need upgrading and immediate expansion because of urgent needs, notably teacher training (to comply with the new regulations in force requiring all school teachers to hold a university degree), and nursing. Tourism management and related studies, including archaeology and heritage preservation technology, represent an area to be carefully examined. It is equally important to adopt a strategy with regard to medical studies at Palestinian universities.

(b) At the **technical and community college level**, change is also needed to promote technical fields and to shift emphasis from academic programmes to vocational and technical training. New and/or expanded programmes in technical fields should include manufacturing, maintenance of household goods, tourism industry, para-medical services, assistant medical technologists, construction, quality and standards services, and traditional handicrafts. All suggested fields were identified as being in high demand by students seeking post-secondary education.

(c) The third line of preparation for the future is the strengthening or development of graduate studies in carefully selected areas, consistent with identified priorities for socio-economic development. This also of course involves taking into account the potential of individual institutions to offer studies at that level. Graduate programmes may include special professional diplomas or courses to bring BSc graduates up to competitive quality. Should changes relevant to BSc programmes take place in all existing universities, or should reorganization produce better complementarity among the institutions in meeting national needs or demand and to serve regional or sub-regional communities? This question was discussed with Palestinian educational leaders and amongst the members of the team. There was consensus that expansion of university programmes should in no way be indiscriminate. On the contrary, a strong feeling emerged that the case calls for **integrating some institutions** into one and **reorganizing and restructuring some universities**. It was also agreed that appropriate steps should be taken to develop some of the existing universities into **leading national institutions for graduate studies**.

Relevance

51. The Mission felt that many programmes currently offered were relevant to the demands of the Palestinian community. These included polytechnic community college programmes, teacher training, applied science and technology, nursing, hotel and tourism management, paramedical training, engineering, pharmacy and business management. The

relevance of the academic programmes predominant in the community colleges is questionable, since their graduates may require additional training to become productive members of society. All universities must have liberal arts and science programmes that can stand on their own, but they should also provide for professional and technological courses. Humanities colleges have dominated the scene of higher education for more than ten years. It is well appreciated that lack of funds stood in the way of the universities developing more costly programmes. Now that things are changing, it is strongly recommended that any future expansion in the type or capacity of programmes should be in areas of more obvious relevance.

52. The areas identified of relevance to immediate, short term and medium term development needs include: tourism and all related industries and services, teaching services, health services, intensive agriculture, food processing technologies, food quality, monitoring of environmental quality, water saving technologies, water management, agricultural production input technologies, pharmaceutical industry, textile industry, software technology, business technologies, business management, information management, financial services, marketing services, and export promotion.

Governance of the Higher Education System:

53. The success of the Palestinians in developing their higher education system is all the more remarkable because it has been achieved under difficult conditions. The many obstacles faced under occupation hindered normal academic activities, e.g. freedom to travel to meetings, research cooperation with foreign universities, organization of joint seminars. Worse even, over extended periods they lacked the most basic needs such as use of classrooms, laboratories, and administrative facilities.

54. In this restrictive atmosphere, many institutions proved their entrepreneurship and creativity in using scarce financial and physical resources. Their efforts were rewarded, although a price in quality had to be paid. Lectures had to be held in private houses, churches and commercial buildings. Such measures bring to mind the ingenuity of those who successfully start business ventures with little capital.

55. The Council for Higher Education has played an essential role in fostering Palestinian higher education under these circumstances. It provided the coordination and oversight needed in programme planning and development, it provided financial resources to the extent it could, and, most importantly, it assumed the essential task of determining the distribution of scarce resources. At least as important is what the Council did not do: it did not impose top-down control of the institutional development process but left essential academic planning and decision-making to the local academic leadership, where these functions properly belong. Not surprisingly, this independence has produced a highly successful result overall, with levels of success varying in individual institutions, according to differences in leadership effectiveness and faculty quality and energy.

56. Its past achievements notwithstanding, Palestinian higher education must now redirect its energies toward a new set of difficult challenges, if it is to meet the future needs of an independent Palestinian people. Political independence is important for the successful development of the economy and culture, but in the present competitive world environment

it is also essential to have a highly trained and educated population, motivated to make wise investments in their future. A world-class higher education system is an absolute necessity. To achieve this, a great deal needs to be done by the Palestinians, and they should be assisted by the world community in this important task.

57. The new Palestinian Authority foreseen by the Declaration of Principles will have full responsibility for educational matters. It would appear realistic for the new authority to go on relying on CHE for policy making, organization, coordination and overall running of education at the tertiary level. The necessary legislation on (higher) education should be developed at national level, and the by-laws of the Council of Higher Education should be brought into line with the new situation and its new tasks. In particular, its function of accreditation (both of programmes and of institutions) should be spelled out in the higher education law and in the by-laws of the Council itself, as part of the basis of a national policy on higher education. The Council should have the authority necessary for restructuring the system. Its function with regard to financing will be a major one in this and other respects.

58. The members of the Mission are unanimously in favour of the principle of university autonomy and academic freedom which should prevail in the governance and management of Palestinian higher education institutions. They caution against excessive intervention from any central authority in the running of affairs at the institutional level.

The Place of Research and Graduate Studies in Palestinian Universities

University-based research serves one or more of three purposes:

a) advancing the body of knowledge in particular scientific disciplines, without explicit and direct motivation for practical application. This mode is usually referred to as disciplinary research;

b) enhancing the welfare of people and societies through discovery and application of new knowledge (for instance, search for an AIDS vaccine). This mode is referred to as goal-directed research;

c) playing a major role in graduate education by providing specific career-related training in addition to general knowledge and analytical skills. It can also serve undergraduate education by exposing students to the intellectual strictness of academic research.

59. A common perception about research is that type (a) is basic and type (b) is applied research. This perception is misleading as both modes can involve the search for new fundamental (i.e. basic) knowledge. Many important applications of research, especially in the medical fields for example, demand new knowledge as prerequisite. Focusing on research goals, rather than on whether the research is basic or applied, is a key feature of the Mission's analysis of the place and role of research in Palestinian universities.

60. Discipline-directed research is very much connected with academic prestige. To qualify as a world-class research university, an institution must excel in disciplinary research. Disciplinary research is unsurpassed for sharpening young minds and arousing intellectual curiosity, but it also has its disadvantages. First, it is usually very expensive, often making enormous demands for equipment. Second, societal relevance is remote. Thus, in a developing society, with limited resources, each institution must weigh carefully how much emphasis it will place on disciplinary research. Some institutions may simply be too small or too weak financially to engage in it successfully.

61. Goal-directed research can serve graduate education virtually as well, and can also bring prestige if carried out with sophistication. More importantly, it can be relevant to critical short-term societal problems and, indeed, may be the only pathway to their solution. A developing country will receive much more benefit, over all, from its investment in basic research by concentrating on goal-directed rather than disciplinary research. There will of course be exceptions: the development of pockets of world- class disciplinary research, where possible, can be of great prestige value to a developing society.

62. In some instances, development-driven research can also be beneficial for universities, especially in the form of projects jointly undertaken with industry that lead to commercial applications. However, such work sometimes contains little actual research and may have lower educational value for students than intellectually rigorous research.

63. These points are directly related to the Mission's observations at the Palestinian universities. All the institutions visited spoke of their emphasis on research, but in fact their approaches cover a wide spectrum from basic mathematics to development of shampoo formulas. This diversity mirrors that of the institutions and their objectives. Such diversity can be quite healthy in the context of a broadly-based system, with components serving many student constituencies and social needs. The Mission encouraged such diversity in Palestinian higher education, while recommending some sharpening of institutional goals in particular cases.

64. Significant differences between universities were perceived by the Mission team both in the quality and scope of research. Time permitted only a brief look at this factor. The Mission wishes to emphasize, however, that, at all levels of research, **quality control** is extremely important. Palestinian institutions which engage in research are encouraged to pay particular attention in the future to peer review of research plans, facilities and results in order to achieve and maintain a competitive position with comparable institutions, both within and outside the region.

65. The major targets of research investment in the coming decade should be goal-directed projects relating to critical problems of the new Palestinian society. These include, for example, environment and water problems, public health, locally relevant manufacturing and maintenance technologies, computer software and information system development, and renewable energy systems. Good research programmes in these and other relevant areas will offer not only practical solutions and economic value added, but also first-class educational opportunities, at both undergraduate and graduate level, for the coming generation of Palestinian students. There is every reason to expect that Palestinian universities can excel in these areas, and they should set their aims accordingly.

66. Careful examination of the potential of present institutions and of priority needs at the national level prompts the conclusion that **world-class premier research universities** should be developed in the new Palestinian State, both for the enhancement of national prestige and for the furthering of Palestinian intellectual achievement at the very highest levels. They should also be the country's premier graduate institutions. The selected premier research universities will face two major difficulties: identifying research of national relevance and finding the necessary financial resources. It is, however, quite likely that funds could be obtained from international sources and from the Palestinian Diaspora, if convincing projects are proposed and durable partnerships with internationally-recognized centres of excellence are envisaged. The UNITWIN/UNESCO Chairs Programme launched by UNESCO provides a good framework for action in this regard.

Linkages

67. Linkages with the community are one of the more important conditions for the success of higher education institutions. They maximize the benefits that institutions may derive from contacts and exchanges with forces, groups, institutions or agencies in the immediate environment. Various types of linkages are relevant to Palestinian universities. They can be grouped in three major categories, namely those concerned with **funding, the development of teaching, training and research programmes**, and **social community services**. All forms of linkage were inhibited constrained under the occupation. It is expected that the environment will be better in the future and that linkages may be utilized more fully to strengthen higher education.

68. The experience acquired by the Palestinian universities in forging community linkages is, on the whole, satisfactory with some institutions being more successful than others. In coming years, however, linkage ties should be diversified and institutionalized through the CHE as well as at the level of each university and major community college. Target groups for each type of linkage may be identified and a strategy formulated to chart the course of future action. Each university might do well to establish a unit at the highest level possible to take charge of these responsibilities.

69. The essential fund raising, for example, may become also a significant enabling linkage to ensure greater management independence from government control. Experience shows that institutions become more immune to government intervention when their programmes are relevant and responsive to the present and changing needs of society. On the other hand, they must allow for the maximum level of participation of stakeholders outside their academic circles in order to increase consistency between programmes offered and national demands.

70. In the case of Palestinian universities services to the community are perhaps the more important type of linkage to be held in mind. Benefits are mutual for both university and community. Each university should establish a high-level unit to organize linkages between each of the many clearly defined university interests and those of the community. For example, an industrial advisory committee could be appointed for the exchange of views and information between faculty members of various departments and interest groups in industry. Such linkages are particularly useful not only for obtaining the voice of the customers of the university, but also resources, through the personal relations established between faculty and

professionals in the industry. Experience shows that fund raising and financing of research projects is easier when those who can provide the financial resources are well acquainted with the university faculty.

Funding

71. Funding has been, is and will remain in coming years the most critical element in Palestinian higher education. Adequate financial resources are vital conditions for excellence. At the same time, achieving excellence depends on the existence of a competent academic and administrative staff and of a well-prepared and motivated student body. Equally important are an institutional environment that stimulates learning and creativity, and an external environment that recognizes and appreciates the many roles and functions of higher education. In the judgment of the Mission, these latter factors are sufficiently present to allow of and to generate positive results from the employment of current and future financial resources in the Palestinian higher education system. A systematic review of all potential sources of financial support is needed, in order to arrive at a stable funding base.

72. During the past twenty years or so, Palestinians in the OT have managed to build, develop and operate a complex system of higher education without the public or government support, usually provided in any country under normal circumstances. However, the size and continuity of financial resources have been hardly sufficient to achieve desired objectives. Per-student expenditure as proposed in the 1993/1994 budget, amounted to about 1,200 US dollars. In the industrially developed countries, normal funding per student is 6,000-8,000 US dollars in an undergraduate liberal arts and science institution and 10,000 to 12,000 US dollars in one with graduate and professional programmes and a well developed S&T component. It would be unrealistic to suggest that Palestinian higher education in the OT can achieve or even require those levels of funding, but such comparisons are important and clearly indicate that current funding is inadequate. Without substantial additions to the financial base, the higher education system, particularly the universities, cannot make their full contribution to the social, economic and cultural development of Palestinian society.

73. The Mission team did not undertake the development of a detailed budget for higher education in the OT. This would have been beyond its scope. However, it made rough estimates of financial needs over the 1994-1998 period, indicated possible sources of funding and made a number of recommendations.

74. **Financial estimates for 1994-1998**. The Mission considers that to carry on normal functioning while introducing the corrective measures needed with regard to its structure, content and methods, the higher education system in Palestine would require a **doubling of its current annual budget to reach a total of US$50 million by 1998**. This would still be low by the standards of industrially developed countries, but would allow much improvement, including:

a) an increase in the S&T component of university programmes and thereby a shift in the composition of the student body to a balanced ratio of about 40 to 50 per cent in S&T subjects and 50 to 60 per cent in humanities, teacher training programmes, management and other professional programmes outside the S&T area;

b) a substantial increase and improvement in laboratory equipment and expendables;

c) the provision of up-to-date teaching and learning aids;

d) a substantial increase in library allocations, including for the enrichment of reference books and basic journal holdings;

e) attracting and hiring new staff in the light of envisaged curriculum modifications, improvement of staff-student ratios and expected increases in the annual intake of students with the expansion of S&T programmes and the introduction of new ones;

f) minimal provision for incentive programmes enabling teaching and research staff to keep abreast of developments in their fields;

g) the establishment of a revolving fund for student loans and a budget line for part-time student employment on campus. These would serve to assist qualified students in poor economic condition and ensure payment of tuition by all students, thereby stabilizing that source of university income.

75. In addition to the above annual operating budget, the Mission saw the need for a total of US$50 million in **capital investments** for the whole period 1994-1998.

76. Possible sources of financing. Under self rule, it is expected that the financial situation of the country will improve and that Palestine will gradually be in a position to finance its higher education system on its own. Based on past funding experiences and practices in the OT presented earlier in this report, the members of the Mission felt that by the end of the transition period, government and the public could accept responsibility for higher education in Palestine with a funding pattern as follows:

(i) public funding would cater for at least 50 per cent of total costs;

(ii) the share of tuition fees could cover roughly one third of operational costs; and

(iii) private donations and income from services rendered to the community would cover the remaining part of the total operating budget.

77. Translated into absolute figures, this would imply an annual public support of US$25 million, tuition fees amounting to US$16 million dollars (with, if necessary, a raise in average fees by 1998 to US$750 per year) and a revenue of US$9 million from services and fund raising efforts. The capital budget is assumed to be raised through reinforcement of the current practice of funding from private contributions, bilateral and international aid agencies, and, to whatever extent possible, the government.

78. Public support to the tune of 25 million US dollars per year is not unreasonable under normal conditions given a population of 2.2 million Palestinians. However, public demands on any sort of transition government in terms of infra-structure and basic government services, not to mention primary and secondary education are such that it is not reasonable to expect significant support from this quarter during the transition period. The Mission is

confident that the Palestinian public can and will support higher education at these minimum levels in the long run, but other sources must be obtained particularly during the first years of the transition period.

79. Higher education has received a very generous operating grant of 18 million US dollars from the EEC which, along with tuition fees, services and fund raising, will round off the budget for the current year 1993-1994. In line with the proposition that Palestinian authorities will be responsible for 25 million US dollars a year over five years, external support (i.e. the upgraded equivalent of the current EEC grant) grows to 25 million US dollars a year, through combined contributions by donor agencies, governments, private donors, etc.

80. While there are many scenarios as to how such funds can be raised, it is reasonable to put forth a matching concept combined with an expectation that a Palestinian government will fully fund the suggested 50 per cent public share at the end of the five-year transition period. Higher education will require major support from agencies outside of Palestine for the time being, but it is expected that external funding will be gradually diminished and ultimately replaced by Palestinian public funding. Assuming even growth, such a scenario implies that the 100 million US dollar five-year requirement will be supplied in combination with public funds and outside funding agencies in equal amounts over the five-year transition period. More precisely, it will require a build-up to 25 million US dollars by the government at the end of a five-year period with the total amount equal to 50 million US dollars. Correspondingly, outside agencies or governments will also supply 50 million US dollars over the five-year period with the annual amounts gradually declining to zero from the current EEC annual contribution of 18 million US dollars.

81. The above scenario is suggested for illustrative purposes and to establish the magnitude of the financial requirements for donor agencies as well as for the new Palestinian government. Obviously, many other scenarios are possible. If the government were unable to make up its share, more donor money would be required. If tuition cannot be increased, more fund raising will be required. Whatever the case, the universities are more likely to be successful with donor agencies or philanthropic individuals if there is a financial plan for the transition period containing a matching concept and shared responsibility. Needs would not be difficult to establish.

82. Allocation of funds to institutions. The distribution of funds is currently under the responsibility of the Council for Higher Education. The present system employs a variety of quantitative factors such as number of students, number of staff, etc. The mission urges the Council to develop a plan taking account of additional factors: (i) community and national needs, (ii) academic quality, (iii) diversity of missions, roles and functions of individual institutions, and (iv) rewarding individual and collective academic and financial success , etc. Such factors escape detailed quantitative measurement but their importance is strongly emphasized.

83. Capital funding. A detailed capital investment plan was beyond the scope of the Mission. However, there are substantial university infrastructure and facility needs (new buildings, remodelling or renovation existing facilities, etc.) which require immediate investment. Based upon the general observations of the Mission, capital expenditures of 50

million US dollars during the five year transition period (i.e. 30 per cent of the average operating budget) would be the minimum requirement. More could be projected, but realism must temper the recommendations both in terms of funds available and the system's ability to absorb and manage more and larger capital projects.

84. In normal times, the capital expenditures would be funded using a combination of public funds and private donors. Past experience has indicated (the case of Birzeit University is exemplary in this respect) that external, private donors can make important contributions. That is why, recognizing the limitations on Palestinian public funds and the size of the operating requirements, the Mission suggests that the CHE look to external donors (the government, donor agencies) and private individuals, to fund the 50 million US dollars of capital needed over the forthcoming 5-year period.

B. RECOMMENDATIONS

85. On the basis of the review of the present situation of tertiary-level institutions (universities, technical and community colleges) in the OT, the Mission makes the following recommendations to the Palestinian authorities in charge of educational matters, to the Palestinian higher education institutions, to UNESCO and to the international community.

Strategy for the Development of Higher Education (Mission, Structure, Governance and Management)

86. The **legal and institutional** framework for the transfer of authority for education to Palestinian administration should be established as soon as possible. One of its first tasks should be to develop a clear **policy and strategy** with regard to education, including therefore higher education. In implementing this task, broad consultation is recommended of all interested parties (society and political leaders, representatives of the local communities and of civil society in general, Palestinian intellectuals and professionals in the OT and from the diaspora, etc,). It might be found advisable to hold a national seminar, with regional and international participation for a debate on the future of Palestinian higher education.

87. The legislative reform and subsequent restructuring of the current institutions should be conducted, with a view to a coherent national system of higher education. The work initiated by the Council for Higher Education on strategy for the organization and development of the Palestinian higher education system should be completed, if necessary, with international support.

88. The strategy should map out the course of how higher education can best contribute to the overall development of Palestine. It should pay due attention to the restructuring and reorganization of institutions so as to improve their coherence and efficiency, to maximize complementarity of programmes and to minimize current duplications and imbalances. Among the aspects to be considered, the following should be given priority:

a) shorten the transition period required to restructure community-colleges' programmes so that technical areas predominate;

b) minimize and remove unnecessary duplication in the programmes of different universities;

c) expand the S&T programmes in some of the existing universities;

d) maximize complementarity among the universities, so as to cover the widest spectrum of programmes, consistent with the demands of Palestinian society;

e) establish criteria for accreditation based on indicators of standard and quality of institutional performance;

89. The policy to be adopted by the Palestinian authority with regard to higher education should:

a) emphasize, when allocating funds, those disciplines that have the largest potential for contributing to the earning capacity of Palestinians as a whole, while not neglecting disciplines and activities that may strengthen the cohesion of society;

b) reconsider the situation of a number of non-academic programmes now offered by the universities and transfer them to the community colleges which, in turn, should expand their technical programmes to prepare graduates for medium-level jobs;

c) anchor the technical and vocational training firmly into the educational system and ensure that its value is recognized.

90. Once the Palestinian Authority assumes responsibility for education in the OT, it should delegate the governance of higher education to a non-governmental body (a reconstituted Council for Higher Education appears to be a valid solution to the Mission team) which should work closely with the governmental authority, although its decisions should not be overruled by government officials of any level. In the operation of the academic governing body itself, stress should be laid on flexibility, innovation and maximum delegation of administrative responsibility to individual institutions.

91. All Palestinian parties concerned should develop a mechanism for the distribution of public funds to the higher education institutions on the basis of numerical formulas involving numbers of students and faculty, institutional size etc.), but also on quality achieved, diversity of functions, rewards for success, comprehensiveness of planning, and consistency of programmes as well as outputs in keeping with the real needs of society. Allocations of capital funds for construction of physical facilities should be based on perceived needs with an eye to the potential to make the best use of such facilities. Equity arrangements should be entertained and carefully examined, but not allowed to diminish quality. Decisions of resource allocation to individual institutions should be based on informed and impartial peer review.

92. A combined student fee and scholarship system should be set in place so as to guarantee access to higher education on the basis of intellectual ability rather than ability to pay. Access should not mean admission to any institution. It should preferentially bring the most promising students to those institutions with the highest academic standards.

93. UNESCO and other intergovernmental organizations should provide CHE and the Palestinian educational authorities with professional expertise in tertiary-education policy, planning, organization and governance. Such assistance should be defined in consultation with Palestinian education leaders, to ensure its relevance to the needs.

Securing Adequate Funding for Higher Eduction in the OT over the 1994-1998 Period

94. A comprehensive study should be made of recurrent and capital costs for higher education in the OT. It could start from estimates made by the UNESCO Mission in the present report A large-scale campaign could then be launched to support the development of the higher education system, with the backing of international (multilateral and bilateral) agencies and foundations as well as governments. The campaign should highlight the value of a strong system for the training of human resources in Palestine in the development of Palestinian society and in securing progress of the peace process.

95. A mechanism to secure the funds needed to strengthen Palestinian higher education should be put in place. One possible way would be a **donors conference** organized jointly by UNESCO, the World Bank, UNDP, European Union, the Arab Fund for Social and Economic Development, as well as CHE and Palestinian authorities. The donors conference should address the areas spelled out for immediate support in the Project Proposals presented in Volume II of this report.

96. In addition to the search for external funding, the individual institutions, CHE and the Palestinian authorities should develop a plan for 30 to 35 per cent of the operating budget of each university to be recovered from tuition fees and 15 to 20 per cent from services, grants and private donations. Such a plan should provide for differential tuition fees between universities and disciplines, so that the fee system can be a financial management tool. It should be implemented over a period of five years, together with a student loan fund and scholarship assistance programme for gifted but needy students.

97. The possibility of a special university tax to be levied from the public could be considered by the Palestinian authorities. This could take the form or could be combined with the issuance of Tax Free Development Bonds, backed by the international community and by the Palestinian Authority. The revenues of this tax should be part of the sum that covers not less than 50 per cent of the operating costs of the publicly supported universities. The legislation could be started in the latter part of the five-year transition period of self rule and become completely operational by 1998. It should cover qualitative as well as quantitative factors to be employed in the distribution of funds to universities.

98. Aggressive fund-raising campaigns should be undertaken; each university or college should develop an institutionalized body responsible for such activities. The fund raising must be carried out on behalf of each institution but supplemented by collective action at CHE level. Funds collected should be directed primarily to capital development schemes and student scholarships.

Regional and International University Cooperation in support of Palestinian Higher Education

99. The international academic community has consistently expressed its solidarity with Palestinian higher education. In 1991, a group of European universities launched, with the support of UNESCO and of the EEC, the PEACE Programme. New possibilities for enhanced international university co-operation in favour of Palestinian higher education have been opened up by the Washington accords. It is recommended that the best use be made of international co-operation a mechanism which can contribute to raising the quality of teaching and research and to institutional and staff development.

100. UNESCO, together with the Coimbra group (Network of European Universities) should take immediate steps to relaunch PEACE Programme on an extended scale, within the framework of the UNITWIN/UNESCO Chairs Programme. The objectives, scope and implementation vehicles of that Programme should be reorganized in the light of new developments. To that end, UNESCO should take the lead in seeking support for a preparatory meeting of all parties committed to relaunching the PEACE Programme in extended form with a new strategy. Stakeholders should include previous groups together with new individuals and organizations interested in strengthening the Palestinian universities and developing ways and means to foster cooperation between these universities and the world academic community.

101. UNESCO, within the framework of the TOKTEN and the UNITWIN/UNESCO Chairs Programmes, and in close cooperation with CHE, should launch an international campaign to encourage and facilitate the return of Palestinian academics. The campaign should provide for:

a) the return of young Palestinian scholars who are finishing their studies and acquire their PhD degree abroad;

b) the final return of Palestinian academics, who express their willingness to return;

c) the temporary return of Palestinian academics who have distinguished themselves abroad in higher education and research. They could spend shorter periods (one semester or 1-2 academic years either during sabbaticals or by special arrangement between institutions) to help strengthen Palestinian university capacities in research, programme development and academic leadership. They should also play a major part in establishing long-term links between institutions where they are tenured and the Palestinian universities.

102. UNESCO, within the framework of its programme launched with the International Council of Scientific Unions, the International Federation of Library Associations, the American Association for the Advancement of Science, etc., should immediately start a large-scale project in favour of university libraries and laboratories in the OT through concerted international financial support and active involvement of higher education institutions and non-governmental organizations whose interests include this field.

103. Through its special unit on Palestine and in close co-operation with CHE, UNESCO should ensure systematic dissemination of information on the needs of Palestinian universities and monitor international assistance to them, thus facilitating the matching of their needs with potential assistance from donor agencies and non-governmental organizations and sensitizing the world academic community to the need to requirements in this area, particularly during the five-year period of transition.

104. The Mission also recommends that CHE, the Palestinian education authorities and individual universities take all necessary measures to maximize and facilitate linkages and cooperative activities between Palestinian Universities and higher education institutions in all regions including the neighbouring countries. This should be part of a plan to open up Palestinian and outside parties to the opportunities of cooperation.

Research and Graduate Studies:

105. Goal-driven (problem-solving) research should be the dominant type in the Palestinian universities. Research units should be developed and supported in selected universities to address critical needs of the Palestinian people. Examples of priority needs are: environmental and water problems, public health, locally relevant manufacturing and maintenance technologies, computer software, information system development, energy saving and water-saving technologies, and renewable energy. The creation of a number of UNESCO Chairs to cover some of these fields in envisaged.

106. The crucial link between high-quality research and the development of first-class programmes of graduate studies should be stressed, and world-class disciplinary research in a small number of universities, based on a competitive peer-review system, should be developed.

107. Premier research universities should be developed; they should offer a wide range of graduate degree programmes and also undertake research, thus serving also as a vehicle for the R & D and for facilitating links between faculty and the world of industry, business and services.

Higher Education and Other Vital Needs of Palestinians in the OT

108. Preservation of the Palestinian Cultural Heritage: In keeping with UNESCO's Mission to preserve the World Cultural Heritage and in view of the urgency of the situation as presented by the Palestinian institutions, the Mission recommends the launching of **major internationally-supported projects to preserve, restore and open up for touristic activities the rich cultural heritage of Jerusalem, Hebron, Bethlehem and other sites in the West Bank and Gaza Strip.** Archaeology departments and institutes and other relevant university departments from various countries, including Palestinians and Israelis, should be involved together with donors and interested industries and business.

109. Access of Women to Higher Education. The Mission recommends that all necessary measures be taken to promote access for Palestinian women to higher education. These should not stop at maximizing enrolment capacity in programmes popular for women such

as nursing, nutrition, tourism services, computer sciences, clothing industry, paramedical services, handicrafts, home economics and pharmacy, but should include:

a. Removing all obstacles to the enrolment of women in higher education through:

- building more dormitories for girls away from home;
- allocation of scholarships for female students;

- assigning quotas for admission of females to programmes popular for both female and male students, but in which qualified females are disadvantaged for any reason; and

- field studies and awareness and cultural campaigns to help relax traditions that may hinder females in the continuation of their studies through to higher education.

b. Loans and other innovations to promote female entrepreneurial skills as well as self-employment opportunities.

110. Tourism industry. In view of the potential economic returns, the Mission recommends that immediate steps be taken to study education and training needs for tourism-related occupations; and that priority be given to setting up programmes in both community colleges and universities for the formation of adequate human resources in this field.

111. Upgrading Teacher Qualifications. There is a need for a national plan to upgrade the qualifications of all school teachers who are not at the level required by the new regulations. The plan, which should emphasize teaching methodologies and other educational skills, could be implemented in conjunction with the restructuring envisaged at several Palestinian universities, so as to optimize the use of existing capacities.

112. Continuous Education. All higher education institutions (both universities and technical and community colleges) were designed and have actually provided facilities for continuous education for the local communities. This function should be continued and reinforced. There is, however, one institution which has a special potential and, indeed, a major vocation in that field: Al Quds Open University. Discussions with the academic management of the Open University indicated that, despite remarkable achievements enrolling young people who are working but wish to increase their qualifications, the institution operates to a large extent on an ad hoc basis, depending on applications and the availability of teaching staff and facilities. Major difficulties are encountered in both these respects, especially facilities (class-rooms, laboratories, remote-tuition material, books, etc.).

113. The continuous education potential of Al Quds Open University should be fully utilized. The Mission recommends establishment of a comprehensive plan for the development of that institution. International assistance for implementation of the plan, in line with the Resolution adopted by the General Conference of UNESCO in 1981 to facilitate access to education for Palestinians through remote education will be particularly important. The envisaged "Learning without Frontiers" Project, launched by UNESCO, provides an appropriate framework for such international assistance.

C. PROJECT PROPOSALS

114. The mission drafted a number of Project Proposals aimed at securing the implementation of the recommendations listed above by the authorities and institutions in charge of Palestinian higher education with the support of the international community and in co-operation with IGOs, NGOs and higher education institutions in various parts of the world. They are presented briefly below. The Project Proposals are presented in full in Volume II of the Report.

115. A first project covers assistance to the new transition authority in creating the legal and institutional framework **for the transfer of educational responsibilities in the West Bank and Gaza Strip to the Palestinian administration.** Budgeted at US$120,000, it calls for the training of experts in educational legislation, planning, management and governance of higher education and the launching of a broadly-based national debate on development strategy for higher education in Palestine.

116. A second project is aimed at **reviewing technical education and training at all levels in the West Bank and Gaza Strip**, with a view to correcting the current imbalance between technical and university education and to establish technical education and training firmly in the system as a necessary step to prepare society for industrial investment. Budgeted at US$250,000, the project covers consultancies, background studies, development of a Technical Education and Development Plan and organization of a Conference for a broad public review and discussion of the Plan.

117. A third addresses the key issue of **adequate funding for higher education in the West Bank and Gaza Strip over the period 1994-1998.** It is estimated that, by 1998, an annual operating budget of around US$50 million will be needed for tertiary education in the West Bank and Gaza Strip. Capital investment needs are estimated at around US$50 million for the whole 1994-1998 period. The project foresees the organization of a Donors' Conference by UNESCO, the World Bank, UNDP, the European Union, the Arab Fund for Social and Economic Development and other multilateral and bilateral donor agencies and foundations, to examine concrete schemes of financing through international assistance. Needs for international assistance will be further spelled out by the Council for Higher Education, but are estimated at around US$25 million annually to support the operational budget and to carry through the corrective measures needed to strengthen the quality and relevance of Palestinian higher education.

118. A fourth is aimed at **Emergency Support for the upgrading of laboratories and workshops at colleges and universities.** Estimated at US$2,500,000 over the 1994-1998 period, the project involves the procurement, delivery and installation of laboratories and workshops, the provision of materials and consumables and the training of technicians and other personnel. Special attention will be given to the Gaza Strip as a first priority.

119. A fifth project addresses the key issue of the **role of regional and international university co-operation** in enhancing the quality of teaching and research in Palestinian higher education institutions.

120. The support of the international academic community for the peace process in the Middle East is exemplified by the PEACE Programme, launched in 1991, by a group of European universities members of the Coimbra Group, with the support of UNESCO and the EEC. The signing of the Washington Declaration of Principles has opened up new prospects for international co-operation with Palestinian higher education institutions. Sub-regional, regional and international linkages are called upon to play a major role in meeting both the immediate and the medium- and long-term needs. Special mention should be made of the role of international co-operation as a means to overcome past isolation, long-entrenched animosities, and intolerance. The proposed project, with an estimated budget of US$1,310,000, is multi-pronged, including the following major activities:

- launching of **a second, extended phase of PEACE**, within the framework of the UNITWIN/UNESCO Chairs Programme (convening of an international conference on academic solidarity with Palestinian higher education institutions, establishment of UNESCO Chairs in priority areas, enhancement of student and staff exchanges, fellowships for Palestinian postgraduate students and young academics, undertaking of joint research projects, etc. (Estimated budget : US$910,000);

- launching of a **TOKTEN Programme**, aimed at facilitating the return of Palestinian academics either permanently or on a temporary basis (estimated budget : US$250,000);

- launching of a **University Volunteers Project for Palestine**, whereby a number of academics would teach and do research at Palestinian institutions during sabbaticals, early retirement or within the framework of institutional agreements (estimated budget : US$150,000).

121. A sixth project addresses urgent needs for the **books, teaching materials and aids, scientific periodicals and access to scientific research data**, given the dramatic situation in this respect in practically all institutions in the West Bank and Gaza Strip. (Budget US$1,500,000)

ANNEXES

1. **Tables**

Table (1) Distribution of Palestinian community colleges in the Occupied Territories by location, year of establishment, administrative authority number of enrolled students and percent of females of total students body in 1993/1994.

No	College	Location	Year of Estab.	Adsmin.Auth	Stud. Enrol	% Fem.
1.	Ramallah (Girls)	Ramallah	1952	Government	217	100
2.	Education	Gaza	1955	"	1503	64
3.	Al-Aroub	Hebron	1958	"	98	0
4.	Khadoury	Tulkarem	1961	"	170	12
5.	Kalandia	Kalandia	1952	UNRWA	107	0
6.	Gaza Training Centre	Gaza	1954	"	100	34
7.	Men's Training Centre	Ramallah	1960	"	266	0
8.	Ramallah Women's	Ramallah	1962	"	597	100
9.	Al-Azhar Institution	Gaza	1954	Private	274	100
10.	Holy Bible	Bethlehem	1979	"	23	35
11.	Modern	Ramallah	1983	"	196	36
12.	An-Najah	Nablus	1965	C.H.E	538	59
13.	Al-Rawdah Vocational	Nablus	1970	"	348	49
14.	Islamic Studies	Jerusalem	1975	"	94	64
15.	Hebron Polytechnic	Hebron	1978	"	476	36
16.	Islamic Studies	Qalqiliah	1978	"	65	62
17.	Al-Rahmah	Hebron	1978	"	464	100
18.	Al-Ummah	Jerusalem	1983	"	317	75
19.	Al-Ibrahimiah	Jerusalem	1983	"	116	91
20.	Science & Technology	Khan Yunis	1990	"	673	26
	Total				**6642**	**59**

UNRWA: United Nation Relief and Work Agency
CHE: Council for Higher Education

Source: Records of Council for Higher Education, Jerusalem / West Bank.

Table (2) Evolution of Palestinian Universities (city location, year of establishment and institutions from which it evolved and their year of establishment)*.

No	University	Location	Establish.	Evolved from ..	Establish
1.	Hebron U.	Hebron	1971	Sharia College	1971
2.	Birzeit U.	Birzeit	1972	Birzeit College	1932
3.	Bethlehem U.	Bethlehem	1973	Freres School	1893
4.	An-Najah National U.	Nablus	1977	An-Najah College	1941
5.	Islamic Univ. of Gaza	Gaza	1978	Palestine Inst. for Religion (Al-Azhar)	1954
6.	Al- Quds U.**	Jerusalem	1986	4 colleges established in Jerusalem and its vicinity	1978 to 1984
7.	Al-Quds Open U.***	Jerusalem	1991	-	-
8.	Al-Azhar	Gaza	1992	Palestine Inst. for Religion (Al-Azhar)	1954

* All Palestinian universities are members of the Council for Higher Education (CHE).

** Al-Quds University is an umbrella organization comprised of: College for Science and Technology (Abu-Dees), College of Arts for Women, Jerusalem, College for Islamic Studies, Jerusalem and Arab College for Medical Professions (Ramallah).

*** Al-Quds Open University has eight study centers, distributed in major cities of West Bank and Gaza.

Source: Various publication including published catalogues and/or yearbooks of individual Palestinian universities.

Table (3) Area of buildings used for educational purposes, share of student per square meter of building and their distribution by university in 1993/1994.

University	Area of buildings in (000) sq. meters	Student share per sq. meter	Building (s) under construction
Birzeit	34.7	12.5	2 buildings with an area of 7000 sq.m.
Al-Quds	24.1	12.5	-
Bethlehem	14.4	8.0	-
An-Najah	21.2	3.8	2 building in area of (8000) sq. m.
Hebron	5.0	3.8	2 floors in area of (1500) sq.m.
Islamic U. of Gaza	10.4	3.1	2 workshops in area of (800) sq.m.
Al-Azhar	4.8	2.1	Laboratory building in an area of about (2100)sq.m.
Total	**114.6**	**6.2**	**19.4 sq.meters**

Source: Council for Higher Education 1993. Miscellaneous papers and records. Jerusalem.

Table (4): Distribution of colleges or major groups of disciplines in the Palestinian universities for the year 1993/1994.

Colleges/Univ.	Annajah	Birzeit	IUG	Azhar	Bethlm.	Quds	Hebron	Total
Sciences	x	x	x	x	x	x	x	7
Technology	-	-	-	-	-	x	-	1
Computer S.	-	-	-	-	-	x	-	1
Engineering*	x	x	x	-	-	-	-	3
Nursing	-	-	-	-	x	x	-	2
Agriculture	x	-	-	x	-	-	x	3
Pharmacy	-	-	-	x	-	-	-	1
Para medical	-	-	-	-	-	x	-	1
Tourism & H. Management	-	-	-	-	x	-	-	1
Arts	x	x	x	x	x	x	x	7
Bus.Admist.	x	x	x	x	x	-	-	5
Education	x	x	x	x	x	-	-	5
Fine Arts	x	-	-	-	-	-	-	1
Islamic Studies	x	-	x	x	-	x	x	5
Total	**8**	**5**	**6**	**7**	**6**	**7**	**4**	**43**

* Civil, mechanical and electrical engineering in Birziet, civil and architecture in IUG and Annajah.

Notes: Al-Quds Open University has six programmes: Rural Development (Agriculture), General Education, Management & Enterpreneurship, Applied Science& Technology and Social and Family Development.
Arts includes: social sciences and humanities including languages. In Birzeit arts is included under Education.

Source: Various publications of CHE plus published bulletins and yearbooks of Palestinian universities.

Table (5) Distribution of S&T Departments and of B.Sc. programmes in the Palestinian Universities for the year 1993/1994.

Depart./ Univ.	Annajah	Birzeit	IUG	Azhar	Bethlm.	Hebron	Quds	total
Biology	x	x	x	x	x	x	x	7
Chemistry	x	x	x	x	x	x	x	7
Mathematics	x	x	x	x	x	x	x	7
Physics	x	x	x	x	x	-	x	6
Geology	-	-	x	-	-	-	-	1
Computer S.	-	-	-	-	-	-	x	1
Medical Tech.	-	-	-	-	-	-	x	1
Chemical Tech.	-	-	-	-	-	-	x	1
Electronic Tech	-	-	-	-	-	-	x	1
Food Tech.	-	-	-	-	-	-	planned	
Civil Eng.	x	x	x	-	-	-	x	4
Mechanical Eng	-	x	-	-	-	-	-	1
Electrical Eng.	-	x	-	-	-	-	-	1
Architecture	x	x	x	-	-	-	-	3
Nursing	-	-	-	-	x	-	x	2
Pharmacy	-	-	-	x	-	-	-	1
Agric. Plant Prod.&Protect.	x	-	-	-	-	x	-	2
Animal Prod.	x	-	-	-	-	-	-	1
Para medical	-	-	-	-	x	-	x	2
Total	**8**	**8**	**7**	**5**	**6**	**4**	**11**	**49**

Note: An-Najah offers MSc programmes in Construction, Water & Environment and Chemistry.
Al-Azhar University has three S&T colleges namely Pharmacy, Agriculture and applied sciences that were established in 1992/1993. Departments in Pharmacy and Agriculture have not been established yet.

Source: CHE and individual bulletins of universities, 1994.

Table (6) Operational recurrent budgets (salaries and services) and student cost per year in Palestinian universities for the year 1993/1994. Budgets and cost/student are in US dollars.

University	Total Budget (000) US$	% of salaries of total	Student cost/year US$
Birzeit	5983	83	2165
Al-Quds	3598	84	1801
Hebron	1849	84	1297
Bethlehem	2230	83	1224
An-Najah	6106	84	1217
IUG & Al-Azhar	3575	81	616
Subtotal/average I	**23341**	**83**	**1269**
Al-Quds Open U.	974	87	257
Hebron Technical E.	2484	88	2615
Subtotal/average II	**3458**	**88**	-
Grand total	**26799**	**84**	-

Source: Records of Council for Higher Education. Jerusalem/West Bank, 1994.

Table (7) Number of students at the B.Sc. level in the Palestinian Universities and their distribution by discipline and University for the year 1993/1994.

University/ Discipline	Najah	Birzt.	IUG	Quds	Beth.	Heb.	Azhr	QOU	**Total**	% of total	% of fem
Arts	1335	884	621	410	675	958	92	176	**5151**	23	46
Education	600	-	868	-	374	-	1219	1752	**4813**	22	46
Islamic stud.	369	-	838	520	-	237	248	-	**2212**	10	28
Bus.& Econ.	1156	625	497	-	257	-	119	729	**3383**	15	24
Others	84	-	-	-	-	-	-	94	**178**	1	39
Subtotal I	**3544**	**1509**	**2824**	**930**	**1306**	**1195**	**1678**	**2751**	**15737**	**71**	**39**
Sciences	916	559	392	742	337	205	284	579	**4012**	18	40
Engineering	321	695	215	-	-	-	-	-	**1231**	6	20
Nursing	-	-	168	-	113	-	-	-	**281**	1	40
Para medical	-	-	-	326	-	-	-	-	**326**	1	71
Agriculture	236	-	-	-	-	25	71	64	**396**	2	6
Pharmacy	-	-	-	-	-	-	174	-	**174**	.8	59
Subtotal II	**1473**	**1254**	**775**	**1068**	**450**	**230**	**529**	**643**	**6422**	**28.8**	**36**
Others	-	-	-	-	91	-	-	-	**91**	.2	58
Grand total	**5017**	**2763**	**3599**	**1998**	**1847**	**1425**	**2207**	**3396**	**22250**	**100**	**38**
% Distrib.	22.5	12.41	16.2	9.0	8.3	6.4	10.0	15.2	100		

Note: plus (225) students are enrolled at the M.Sc. level in Annajah University.

Source: Records of CHE and individual Palestinian universities, 1994.

Table (8): Comparison of percentage distribution of Palestinian students enrolled inside and outside the Occupied Territories in 1993/1994.

Major Subjects	Percentage distribution of students enrolled	
	Inside Occupied Territories	Outside Occupied Territories
Arts	23	14
Education	22	6
Business Admin.and economics	15	15
Islamic studies	10	3
Law	0	4
Other humanities	1	1
Subtotal I	**71**	**43**
Basic Sciences	18	25
Engineering	6	16
Agriculture	2	3
Pharmacy	1	5
Medicine	0	4
Nursing	1	2
Dentistry	0	1
Para medical	1	1
Subtotal II	**29**	**57**
Grand Total	**100**	**100**
Number of students (000)	**22.3**	**8.4**

Source: For students inside occupied territories: Table 6
For students enrolled outside: Statistical yearbooks of Higher Education, Jordanian Ministry of Higher Education, Amman-Jordan, plus statistical yearbooks of Universities of Egypt, Syria. For other countries estimated by Subhi Qasem.

Table (9) Distribution of students enrolled in Palestinian Community Colleges by program for 1993/1994.

College/ Program	1	2	3	4	ST	5	6	7	8	ST	GT	%
Ramallah (Girls)	217	-	-	-	**217**	-	-	-	-	-	**217**	3
College of Education*	1503	-	-	-	**1503**	-	-	-	-	-	**1503**	23
Al-Aroub Com. Col.	98	-	-	-	**98**	-	-	-	-	-	**98**	1
Khadouri Com. Col.	29	-	21	25	**75**	22	70	-	3	**95**	**170**	3
Kalandia Train. Ctr.	-	-	-	-	-	-	107	-	-	**107**	**107**	2
Gaza Train. Ctr.	-	-	48	-	**48**	-	32	20	-	**52**	**100**	2
Men's Train. Ctr.	156	-	110	-	**266**	-	-	-	-	-	**266**	4
Ramallah's W. Train.Ctr	197	48	96	131	**472**	-	-	125	-	**125**	**597**	9
Al-Azhar Inst.	274	-	-	-	**274**	-	-	-	-	-	**274**	4
Holy Bible	-	23	-	-	**23**	-	-	-	-	-	**23**	-
Modern	63	-	-	-	**63**	33	-	100	-	**133**	**196**	3
An-Najah	177	11	264	-	**452**	70	8	8	-	**86**	**538**	8
Al-Rawdah Voc.	80	-	59	-	**139**	59	-	150	-	**209**	**348**	5
Islamic Studies/ Jerusal.	60	34	-	-	**94**	-	-	-	-	-	**94**	1
Hebron Polytechnic**	-	-	-	165	**165**	86	225	-	-	**311**	**476**	7
Islamic Studies/Qalqilia	40	25	-	-	**65**	-	-	-	-	-	**65**	1
Al-Rahmah	420	-	16	-	**436**	-	-	28	-	**28**	**464**	7
Al-Ummah	152	-	104	-	**256**	47	-	14	-	**61**	**317**	5
Al-Ibrahimiah	78	-	38	-	**116**	-	-	-	-	-	**116**	2
Science & Tech.	22	-	216	-	**238**	152	79	204	-	**435**	**673**	10
Grand Total	**3566**	**141**	**972**	**321**	**5000**	**469**	**521**	**649**	**3**	**1642**	**6642**	**100**
% of each Program	53	2	15	5	**75**	7	8	10	-	**25**	**100**	-

1. Academic program
2. Social Work
3. Business Administration & Financial
4. Applied Fine Arts
5. Computer Science
6. Engineering
7. Para medical
8. Agriculture

ST= Sub Total
GT= Grand Total

* Both Ramallah Women Training Center (in Ramallah) and College of Education (in Gaza) have initiated a four year training programs.

** Hebron Polytechnic has a B.Sc in Technology (131 students).

Source: Records of CHE for 1994, Jerusalem, West Bank.

Table (10) Distribution of Academic Staff of Palestinian Universities by field of study and degree held for 1993/1994.

University/ Field	Najah	Birzeit	IUG	Quds	Bethm.	Hebron	Azhar	Total	% of Ph.d of total
Human.& Soc. Sc.									
Arts	47	91	21	22	34	33	8	256	54
Education	26	-	7	-	13	-	33	79	58
Islamic stud.	10	-	30	16	-	12	9	77	48
Econ. & Bus.	34	18	19	-	9	-	9	89	49
Others	12	-	-	-	6	-	-	18	14
Sub total I	**129**	**109**	**77**	**38**	**62**	**145**	**59**	**519**	**56**
S&T									
Basic Sciences	62	51	27	50	24	15	40	269	43
Engineering	30	32	10	-	-	-	-	72	51
Agriculture	8	-	-	-	9	7	7	31	55
Pharmacy	-	-	-	-	-	-	4	4	0
Para med & nurs.	-	-	-	35	-	-	-	35	15
Sub total II	**100**	**83**	**37**	**85**	**33**	**22**	**51**	**411**	**42**
Grand Total I&II	**226**	**192**	**114**	**123**	**95**	**67**	**110**	**930**	**46**

Percent distribution by university and staff degree

Staff distribution	Najah	Birzeit	IUG	Quds	Bethm.	Hebron	Azhar	Total	% of Ph.d of total
% of Ph.D.	68	58	33	37	36	43	56	428	46
% of M.Sc.	26	36	44	52	47	43	36	335	38
% of B.Sc.	6	6	23	11	12	14	8	147	16
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**930**	**100**

Source: Records of CHE and individual university ,1994.

Table(11) Staff student ratio in Palestinian universities and their distribution by major group of disciplines and university for the year 1993/1994*.

Discipline/ University	Najah	Birzeit	IUG	Quds	Bethlehm	Hebron	Azhar	Aver.
Hum. & Soc.Sc.								
Arts	1:46 (1:32)	1:18 (1:11)	1:89 (1:35)	1:46 (1:23)	1:48 (1:20)	1:64 (1:31)	1:18 (1:12)	1:35 (1:21)
Education	1:50 (1:33)	-	1:217 (1:124)	-	1:93 (1:29)	-	1:53 (1:37)	1:67 (1:33)
Islamic Studies	1:41 (1:37)	-	1:105 (1:34)	1:65 (1:33)	-	1:34 (1:24)	1:50 (1:28)	1:60 (1:32)
Bus. Adm. & Econ.	1:52 (1:42)	1:156 (1:37)	1:71 (1:29)	-	1:64 (1:32)	-	1:30 (1:15)	1:60 (1:33)
Sub total I	**1:48 (1:36)**	**1:29 (1:15)**	**1:109 (1:42)**	**1:55 (1:27)**	**1:59 (1:21)**	**1:54 (1:29)**	**1:45 (1:29)**	**1:51 (1:27)**
S&T Areas								
Science	1:23 (1:18)	1:13 (1:11)	1:62 (1:33)	1:32 (1:15)	1:24 (1:17)	1:41 (1:16)	1:16 (1:39)	1:30 (1:16)
Engineering	1:22 (1:13)	1:39 (1:22)	1:72 (1:54)	1:82 (1:13)	-	-	-	1:33 (1: 20)
Agriculture	1:39 (1:30)	-	-	-	-	1:13 (1:6)	1:18 (1:12)	1:28 (1:22)
Pharm. & para medic	-	-	-	-	-	-	1:58 (1:44)	1:71 (1: 6)
Sub total II	**1:24 (1:17)**	**1:21 (1:15)**	**1:65 (1:37)**	**1:39 (1:14)**	**1:32 (1:20)**	**1:33 (1:15)**	**1:21 (1:12)**	**1:34 (1: 18)**
Average of I&II	**1:37 (1:27)**	**1:25 (1:15)**	**1:95 (1:30)**	**1:26 (1:11)**	**1:51 (1:22)**	**1:49 (1:25)**	**1:36 (1:22)**	**1:44 (1: 29)**

*Note: Figures without brackets are for staff student ratios calculated on basis of academic staff holding PhD only, while those in brackets are for ratios based on staff holding PhD and MSc

Source: Calculated from figures and tables.

Table (12) Cumulative number of graduates of Palestine Higher Education Institutions and their Distribution by field 1975 to 1993.

Field / University	Najah	Birzeit	IUG	Quds	Bethm.	Hebron	Total	%of total
Arts	1316	1370	407	463	1127	1116	5799	37
Education	341	-	905	-	729	11	1986	13
Islamic Studies	29	-	461	624	-	624	1738	11
Econ. & Bus.Ad.	1083	864	411	-	433	-	2791	18
Other Humanities	8	-	-	-	246	-	254	2
Sub total I	**2777**	**2234**	**2184**	**1087**	**2289**	**1751**	**12322**	**81**
Sciences	706	545	222	408	421	1	2303	15
Engineering	24	205	-	-	-	-	229	1
Nursing	-	-	-	-	193	-	193	1
Para medical	-	-	-	333	-	-	333	2
Agriculture	6	-	-	-	-	-	6	-
Sub total II	**736**	**750**	**222**	**741**	**614**	**1**	**3064**	**19**
Grand total	**3513**	**2984**	**2406**	**1828**	**3149**	**1752**	**15632**	**100**
% Distribution	22.5	19.1	15.4	11.7	20.1	11.2	100	

Note: Others include: Hotel Management, Tourism and Fine Arts.

Source: CHE 1990: Graduates of Palestinian universities 1975 to 1989. Statistical bulletin published by CHE, Jerusalem.
After 1990: Records of individual universities and statistical yearbooks of CHE for the years 1991-1992, 1992-1993.

2. References and Annexes

INFORMATION DOCUMENTS AND OTHER MATERIALS PLACED AT THE DISPOSAL OF THE MISSION

A. GENERAL

Council for Higher Education

Background Information, 1993

Palestinian Institutions of Higher Education, 1993

The Project of Supporting Palestinian Universities and Other Institutions of Higher Education, 1992

World Bank

Emergency Assistance Program for the Occupied Territories, The World Bank, December 1993

UNESCO

Request for Emergency Assistance to the Palestinian Universities and other Educational Institutions, September 1993

Memorandum of co-operation between the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Palestine Liberation Organization (PLO), 1993

Education for the Palestinian People in the West Bank and Gaza Strip. Workshop on Developing a Secondary Education Curriculum for Palestinian People, 27-30 November 1993, Working document N° 1, prepared by Khawla Shaheen, UNESCO Consultant, November 1993

UNDP

1993 Compendium of External Assistance to the Occupied Palestinian Territories, July 1993

B. PALESTINIAN UNIVERSITIES AND OTHER INSTITUTIONS OF HIGHER EDUCATION (presentation documents)

Al-Najah National University-Nablus

1993-1994 Facts

Birzeit University

Palestine and Arabic Studies Program 1993/1994

Brief Information 1991-1992, April 1992

The Islamic University of Gaza

El Azhar University, Gaza

Bethlehem University

Catalogue 1993-1995

Overview of the Results of the Bethlehem University Community Studies and Socio-Economic Survey

Hebron (El-Khalil) University, Est. 1971

Al-Quds Open University, 1993

Institute of Islamic Archaeology, Jerusalem

Department of Education, U.N.R.W.A., Jerusalem

Information Sheet about Education for School Year 1993/1994

Al-Rawdah Technical Community College

Prospectus

Annex (1) Brief description of the structure and functions of the Council for Higher Education.

In 1977, a group of Palestinian educators, associations of professionals, and representatives of charitable organizations met and formally established the Council for Higher Education, because the Israeli authorities gave no support to the existing rudimentary system of post-secondary education, and did nothing to create a public system of higher education. Over the years, the council has grown in size, scope and authority within the occupied territories. Abroad, it has gained the respect of institutions of higher education, non-governmental organizations and governments.

Today, the Council is recognized internationally as the body most responsible for the development of Palestinian education at all levels, and has been on the forefront of coordinating educational policy. It has brought together, with considerable difficulty, the systems of the West Bank and the Gaza Strip. It has also played a leading role in initiating educational change in the occupied Palestinian territories.

Structure:

Article 3 of the Council's by-laws states that the Council plans the overall policy of higher education in the occupied territories.

Objectives:

1. Coordinating and developing the work of Higher Education institutions.
2. The establishment of new universities and institutions of higher education according to social needs.
3. Conducting studies for the improvement of higher education.
4. Developing the capabilities of faculty and staff at higher education institutions.
5. Funding and assisting the institutions of higher education in the occupied territories.
6. Representing all institutions of higher education locally and internationally.
7. Planning and developing of the school education.

Committees of the Council

a. The General Assembly is the highest authority in the Council, and is composed of the following:
   1. Chairpersons of the Boards of Trustees at Palestinian universities.
   2. Presidents of all Palestinian universities, or persons acting in their capacity.

3. Four elected deans of community colleges.
4. Twelve members elected from academic staff at the universities.
5. Four members elected from the academic staff of the community colleges
6. Five members from the general education sector.
7. Five members from the professional associations in the West Bank and Gaza.
8. Five members chosen for their outstanding experience and interest in education.
9. One member representing students in the universities.
10. The General Secretary of the Council for Higher Education.

b. The **Executive Committee** is the executive authority for the Council. Its members are elected from the General Assembly.

c. **University Education Committee,** composed of presidents for all universities and six members of the General Assembly.

d. **Community Colleges Education Committee**, composed of four deans of the community colleges and five members of the General Assembly.

e. **General Education Committee**, composed of five members representing the general education sector, and four additional members from the General Assembly.

f. **The General Secretariat**, which supervises the Council's office with the assistance of a staff. The General Secretary is appointed by the General Assembly.

Institutions represented by the Council For Higher Education

Universities:

1. Bethlehem University.
2. Bir Zeit University.
3. Hebron University.
4. Islamic University of Gaza.
5. An-Najah University.
6. Al-Quds University.
   a. College of Science and Technology, Abu-Dees.
   b. Arab College for Medical Professions.
   c. College of Arts for Women.
   d. College of Islamic Studies.
7. Al-Quds Open University.
8. Al-Azhar University, Gaza.

Community Colleges:

1. College of Islamic Studies, Jerusalem.
2. College of Islamic Studies, Qalquilia.
3. Hebron Engineering Technical College, Hebron.
4. Ibrahimieh Community College, Jerusalem.
5. Kalandia Training Center, Ramallsh.
6. Men's Training Center, Ramallah.
7. An-Najah Community College, Nablus.
8. Al-Ummeh College, Jerusalem.
9. Al-Rahmeh Community College for Girls, Hebron.
10. Ramallah Women Training Center, Ramallah.
11. AL-Rawdah Technical Community College, Nablus.
12. College of Science and Technology, Khan Unis, Gaza.

Source: Totally taken from a write up prepared by the CHE.

3. Project Proposals

PROPOSALS FOR TECHNICAL ASSISTANCE SUBMITTED TO THE UNESCO MISSION BY THE PALESTINIAN UNIVERSITIES AND OTHER INSTITUTIONS OF HIGHER EDUCATION

An-Najah National University

Graduate Studies Development Program (M.A. in Economics, Political Science, Business Administration, Sociology, Geography, Islamic Law; M.S.C. in Physics, Highway Engineering) unbudgeted.

Center for Computer Training and Consultancies (US$ 355,000)

Development Plan for the Faculty of Agriculture:

. Experimental Farm Infrastructure and Equipment	US$ 425,000
. Plant protection Laboratory	US$ 200,000
. Environment Physiology Culture Laboratory	US$ 300,000
. Plant Issue Laboratory	US$ 120,000
. Soil Water Laboratory	US$ 120,000
. Animal Production and Protection	US$ 42,900
. Animal Physiology	US$ 34,400
. Milk Processing Laboratory	US$ 23,700 (plus
US$ 5,900 annual running costs)	
. General Research Laboratory	US$ 120,000
Total	US$1,386,000

The Establishment of Palestinian Center for Environmental Research (PCER) (US$ 1,780,000, over 3 years, excluding academic training needs)

A Center for Continuing and Community Education (unbudgeted)

Development of An-Najah University Library Services (US$ 843,000, over 3 years)

Learning Resources Center (US$ 90 - 100,000)

Urban Architectural Heritage in West Bank and Gaza Strip: A Comprehensive Survey (US$ 99,000)

The Preservation of Qasr Al-Qasem Historic Building and its Adaptation to Host the School of Architecture (US$ 720,000)

Establishment of a Reprography and Conservation Departments (Approx. US$ 50,000)
An-English Language Center (unbudgeted)

Total budgeted request, An-Najah University: US$4,978,000

Birzeit University

Proposal for UNESCO support for Graduate Programs (Education, Public Health, Public Administration, International Studies: Budget: 2.5 million US dollars over a 5 year period)

Other Priority Needs: Campus Construction (US$ 4 million); General Improvements (US$ 1,1 million); Development of University Technical Workshop (US$ 500,000).

Total budgeted request, Birzeit University: US$3,000,000

Bethlehem University

Planning for Science at Bethlehem University (Mathematics, Physics, Chemistry, Life Sciences; no budget estimates)

Hebron University

Proposal for the Rehabilitation of Hebron Old City

A Proposal for the Needs of the English Department at Hebron University

Al-Azhar University-Gaza

Development of Al-Azhar University-Gaza

. Equipment of 12 Scientific Laboratories (approx. US$ 1 million)

. Construction of Classrooms and lecture theaters (approx. US$ 1,150,000)

. University library (approx. US$ 1 million)

. Language Laboratory (US$ 80,658)

. Student Cafeteria (US$ 68,586)

. Computer Centre (US$ 186,977)

. Purchase of vehicles (US$ 128,920)

. Staff Development: 78 fellowships to pursue MA/Ph.D studies abroad)

Total budgeted requests, Al-Azhar University, Gaza: US$3,615,141

Al Quds University

. Upgrading the College of Arts for Women: Printshop (US$ 608,000)

. Library (US$ 28,000 for equipment; provision of books; subscription to periodicals, etc.);

Institute of Islamic Archeology (US$154,000)

. Department of Social Work (US$ 336,350)

Total budgeted requests, Al Quds University: US$1,126,350

Al-Quds Open University (Educational Needs, unbudgeted)

. Construction of 9 buildings (each of 15-20 large rooms in all educational districts)

. Facilities TV and video, laboratories, computers, library;

. Computer Science Centres: 30 sets of PC's, 6 printers, 1 laser printer, E.mail link among study centres, etc.

. Six libraries, supplied with filing facilities;

. 3 science laboratories, each serving two educational regions;

. Production Unit of printed materials;

. Language Laboratories.

Al-Rahmeh College for Girls, Community College, Hebron

. Language Laboratory, Scientific and literary references for the library; Medical Biology Laboratory.

Total budgeted requests, All Institutions: US$12,719,491

Notes:

1. All the other Institutions visited by the UNESCO mission made specific requests for technical assistance and financial support, not included in the above presentation. The total amount mentioned above therefore, should be considered a rough estimate of the kind of needs of the Palestinian Institutions of higher education. The mission, in the section of its report devoted to Financing, offers a figure which is closer to the actual needs of these institutions and of the international financial assistance which is expected.

2. The requests listed above do not include covering contribution to payment of salaries of teaching and service staff and financial support for needy students through scholarships. These needs, however, were pointed out in the discussions of the mission with the Council for Higher Education.

4. Programme of the Mission

Tuesday, January 4

Arrival to Palestine

Wednesday, January 5

9:00 - 13:30
Visit An-Najah University, Nablus

14:00 - 15:30
Visit Al-Rawdah Community College, Nablus

Thursday, January 6

8:30 - 10:00
Visit the College of Arts for Women and the Archaeological Institute/Al-Quds University

11:00 - 15:30
Visit Berzeit University

Friday, January 7

Free day

Saturday, January 8

8:30 - 10:00
Visit the College of Science and Technology/Al-Quds University

11:00 - 13:00
Visit Hebron University

13:00 - 15:00
Visit the Hebron Engineering Technical College

15:00 - 16:00
Visit Al-Rahmeh Community College

Sunday, January 9

Free day

Monday, January 10

Group 1

9:30 - 13:15
Visit at Al-Azhar University/Gaza

13:30 - 16:00
Visit at the Gaza Islamic University

Group 2

9:30 - 11:30
Meetings and tour at the College of Science and Technology/Khan Unis, Gaza

12:00 - 15:30
Return to Jerusalem

Tuesday, January 11

The morning was left at the disposal of the members of the mission in order to prepare their contributions for the report

14:00
Meeting with the UNDP Resident Representative and the General Secretary of the Palestinian Council for Higher Education

16:00
Meeting and reception by the President of Al Quds University and the Board of Trustees of the University, Hotel Ambassador.

19:00
Meeting with the Delegation of Italian rectors on visit to West Bank and Gaza

Wednesday, January 12

8:30 - 10:00
Visit Al-Quds Open University/Bethlehem Branch

10:30 - 15:00
Visit Bethlehem University

Thursday, January 13

10:00 - 12:30
Final Discussions at the Palestinian Council for Higher Education

Friday, January 14

Departure of the Mission

SC/CFD-ED/HEP/EVALUATION/5/I
UNESCO
7, place de Fontenoy
75352 Paris 07 SP - France

THE WEST BANK
AND GAZA STRIP

HIGHER EDUCATION IN THE WEST BANK AND GAZA STRIP

VOLUME II

Recommendations and Project Proposals for Strengthening Higher Education in the West Bank and the Gaza Strip over the 1994-1998 period

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Volume II of the Report of the UNESCO Mission on Higher Education in the West Bank and Gaza Strip contains the main findings and recommendations for the strengthening of Higher Education and presents the full text of the Project Proposals elaborated by the Mission. It is addressed in particular to the donor community and to the heads of higher education institutions in order to allow them to consider extending support and involving their organizations / institutions in the support activities which are envisaged. For a more comprehensive analysis of the situation of higher education in the West Bank and Gaza Strip, Volume I serves as the basic reference document.

A high level mission on higher education in the West Bank and Gaza Strip was organized by UNESCO from 4 to 11 January 1994, upon the invitation of the Palestinian Council of Higher Education. Having made a comprehensive review of the present situation of tertiary level institutions (universities, technical ad community colleges), the Mission presents its conclusions in the form of a series of issues facing higher education in these territories and of recommendations to the Palestinian authorities, to the tertiary education institutions in the West Bank and Gaza Strip, to UNESCO and to the international community. A number of Project Proposals are formulated in order to implement the recommendations.

MAIN FINDINGS OF THE MISSION:

The 28 tertiary-level institutions represented in the Council for Higher Education (8 universities and 20 community colleges) bear witness to the great efforts made by Palestinians to provide for higher-level learning and training under very difficult circumstances. Most of them (including all the universities) were established after 1967, on the initiative of private-sector group and individuals, including members of the Palestinian diaspora.

The staff are generally well trained academically, with degrees from universities in the USA, Europe and the Arab region. Student enrolment at the eight universities for the year 1993-1994 ran to 22,500 students at BA and BSc level, and 225 at MSc level. There were 6,642 students at the technical and community colleges. At the same time a considerable number of young Palestinians pursue higher education outside the "OT" (Occupied Territories).

The above institutions are evenly distributed over the OT. There are big differences with regard to facilities (buildings, space for expansion, laboratories, workshops, libraries, maintenance units, etc.), but some at least have the means required to cater adequately for the current or even a slightly higher level of enrolment.

The Mission recognizes the remarkable achievements in the field of tertiary education in the OT. Its attention, however, was focused on the difficulties the institutions encounter. All face severe financial problems, a situation which has been deteriorating constantly after the Gulf War. The Palestinians cannot sustain the current system, let alone strengthen and expand it to meet obvious needs, with their own resources only. International assistance is absolutely necessary.

The Mission emphasizes that a viable, efficient and high-quality system of tertiary education, well tuned to the realities and needs of the Palestinian people and competitive on the regional and international scene ranks among the first conditions to be fulfilled for success of the peace process and for self rule by the Palestinians. Natural resources in the OT are limited. The future of an independent Palestine will depend therefore primarily on its human resources.

Issues and Recommendations

In the light of the above findings the Mission would like to put forward the following issues and recommendations with regard to higher education. The issues will have to be addressed by the transitional authority to be established as part of the peace process, by the local communities and by the Palestinian institutions of higher education themselves. Implementation of solutions will require urgent assistance from the international community and the Mission appeals strongly for coordination of effort in this respect within the international donor community.

Higher Education Development Policy and Strategy

(a) Education in general and tertiary education in particular have a major part to play in the peace process. Daily events, since the signature of the Washington agreement, indicate that the process is very fragile, that there are still many obstacles to overcome and that there are forces opposed to it. Visible, tangible immediate results are needed in order for those concerned to gain confidence in the process. Higher education is one area in which such results can be achieved through the combined efforts of the authorities, the local communities and the international community. It is therefore of utmost importance in the short run to keep the existing institutions fully operational, to improve the quality of teaching and learning they provide, and to set their management on a course which should enhance their sustainability.

(b) A strong case must be made to the international community for it to attach due attention to tertiary education in its commitment of support to the Palestinian people on its way to independence and self-government.

(c) The institutional framework within which authority over education can be put in Palestinian hands must be created. One of its first tasks should be to develop a clear policy and strategy with regard to tertiary education in Palestine and to proceed, in broad consultation with all interested parties, to the legislative reform and restructuring of the current institutions with a view to integrating them into a coherent national system, thus maximizing complementarity of programmes and minimizing current duplications and imbalances.

(d) In better tuning tertiary education to the development needs an independent Palestine, it is necessary to correct the imbalance between enrolments in universities and in the technical and community colleges. A full review and overhaul of vocational and technical education and training at all levels is needed in order to establish this kind of education firmly in the system.

(e) Graduate studies and research are offered at two universities. This is at an initial stage and involves a very limited number of students (1% of total

enrolments). The Mission team recommends gradual development in carefully selected fields, with due attention to quality and viability.

Quality and Relevance

(f) There is a general need to raise the qualitative standards of tertiary education and this calls for concrete, specific steps at national level and at that of each institution. These should be directed at programmes and curricula, staff development, admission policies, the development of research and of graduate studies in appropriate fields, etc. The pursuit of quality is dictated likewise by the responsibility which the universities have towards the other levels of education, particularly with regard to teacher training.

(g) A careful study of the immediate and short-term economic development needs of Palestine should be undertaken in order to determine how education and training can respond to them. Construction and services in the broad sense of the term, are examples of fields where human resources at various levels of training and skills will be needed. A particularly promising area which can provide jobs and earn foreign currency is tourism. The development of cultural and religious tourism requires a very diversified set of knowledge and skills,ranging from the conservation of monuments to food technology, from the production of souvenirs to hotel management, and from medical care to knowledge of other religions. The system of community colleges can fit the need for such specialized training. A special study of the education and training needs for tourism related occupations is recommended by the Mission.

Role of International Links and of International Assistance

(h) For the above-mentioned goals to be reached, regional and international linkages and co-operation are going to be very important. The international academic community has in various ways, expressed its solidarity with and willingness to support higher education institutions in Palestine. International co-operation will be essential to help raise quality, particularly with regard to research and graduate studies, for institutional and staff development and to meet certain immediate library and laboratory needs. It also has a much wider part to play as a means toward international opening-up, overcoming past isolation and removing entrenched tensions and animosities, thus making a vital contribution to the peace process in the region. Palestinian academics abroad should also be involved in this co-operative effort, and their return, on a permanent or a temporary basis, should be encouraged and facilitated.

Financial Resources

(i) The growth of the number of colleges and universities and the available finances are not in balance at present. For at least the next five years the country will be unable to finance the kind of higher educational system needed by a land without natural resources and which has to count on the quality of its human resources to achieve prosperity in a competitive world. An estimated 50 million dollars annually will be needed, over a period of five years to cover operating costs and capital investments and to launch specific projects.

A donor conference could be organized jointly by UNESCO, the major donor organizations of the UN system, the European Union, the Arab Fund for Social and Economic Development, etc. with the advice of the Palestinian authorities, including the Council for Higher Education.

(j) While the big issue is the overall financing of the whole tertiary education system within a coherent and sustainable framework, there are immediate needs that, if met, would make a difference in the quality of the graduates delivered by the system.

The priority areas for which immediate action is needed include :

- urgent action to improve provision for tertiary education at community college and university level in the Gaza Strip. This requires financial assistance to improve facilities (teaching equipment, libraries, laboratories and workshops) and the programmes and curricula of the Islamic University of Gaza and Al Azhar University, and of the technical and community colleges;

- equipment of science and technical/engineering laboratories at those universities and colleges having already the necessary infrastructure;

- provision of basic textbooks.

PROJECT PROPOSALS

With a view to securing the implementation of the recommendations listed above, the Mission puts forward a number of preliminary **Project Proposals**, to be carried out by the authorities in charge of higher education and by the Palestinian institutions, with the support of the international community and in co-operation with the IGOs, NGOs and of higher education institutions in various parts of the world. In elaborating them, the Mission team has taken into account:

- the numerous project proposals presented to it by the visited institutions;

- work already in progress or envisaged by other multilateral and bilateral donor agencies, foundations and by various IGOs and NGOs of higher education;

- decisions already taken by the Director-General of UNESCO in support of Palestinian higher education.

It is important to underline the tentative nature of these preliminary Project Proposals. They are meant to serve as guidelines for the evaluation of the needs encountered by the Palestinians with regard to higher education and the way in which they can be met through international support. More detailed Project Proposals are to be elaborated for these identified needs, as well as for additional ones.

Project N° 1: Strategy for the Development of Higher Education in the West Bank and Gaza Strip (Mission, function, structure, governance and management)

Background:

Because of the very specific conditions under which tertiary level institutions in the OT have been created and have functioned, they are not integrated into a coherent national system, with the necessary complementarity among their programmes. Moreover, the quality of their teaching (let alone that of their research) has been seriously affected by the adverse condition of occupation. Hence the need to chart a clear **strategy** for overall development, to be followed by the existing institutions so as to eliminate overlapping and to develop the kind of programmes which are relevant for the short and long term needs of the Palestinians.

Objectives:

. to launch a broadly based national debate on the future development of higher education in Palestine.

. to create the legal and institutional framework, setting and structure for the transfer of authority on matters related to higher education to the Palestinian administration.

Activities:

- Organization of national workshop for debate, followed by training and consultancies;

- Elaboration of necessary legislation; designation by the new transition authority of a body responsible for (higher) education issues as foreseen by the Declaration of Principles, adoption of principles for governance and

management; adoption of criteria for accreditation of programmes and institutions; restructuring of the system, etc;

In implementing the complex tasks mentioned above, the Palestinian Council for Higher Education is in the process of developing a strategy for the development of higher education. The Palestinians need to take stock of current international experiences and to have a core of trained experts in educational planning, management and governance issues. UNESCO, through its International Institute for Educational Planning can provide such training. Visits abroad and consultancies are to be undertaken.

Proposed Budget: US$ 120,000 for workshops, training, consultancies and missions

Note:

This project should be carried out in close link with the related activities aimed at Identifying Organizational Options for a Palestinian Education Authority foreseen in the Technical Assistance Programme for the Occupied Territories proposed by the World Bank (December 1993).

Project N° 2 : Review of Technical Education and Training at all Levels in the West Bank and Gaza Strip

Background :

An increase in the earning capacity of the country requires an improved human resource basis with knowledge and skills that will be of interest to industrial development investors, either from inside the country or outside. The knowledge and the skills needed for industrial development are not limited to those of scientists and engineers. The capabilities of workers, foremen and technicians are equally if not more important for the industry.

The present educational system in the West Bank and Gaza Strip needs a complete overhaul of the technical and vocational education and training. This overhaul should also review, appraise and give recommendations on matters related to the optimum organization of technical and vocational education; the value and status of different diplomas, etc.

Objectives :

to design technical education training within the whole educational system, that will provide the necessary human resources for industries which will be competitive in the region.

. to recommend necessary changes in the administrative regulations, salary structures and related matters, in order to attract capable men and women towards technical professions, in particular at the technician level.

Activities :

- Establishment of working groups consisting of educationalists, industrialists, workers, unions and technical associations from within the country and outside, co-ordinated jointly by consultants and staff from the Palestinian educational authorities and UNESCO.

- Elaboration of background studies related to experience elsewhere in and outside the region relevant to the Palestinian situation.

- Preparation of a Technical Educational and Development Plan.

- Organization of a conference on technical education, to allow a broad public review and discussions of the Plan.

Budget : The project will have a duration of 18 months for a total cost of US$250,000 distributed as follows:

International consultants, travel and perdiem	US$ 120,000
Report preparation and publication	US$ 50,000
Organization of the Conference and related public information activities	US$ 80,000

Project N° 3: Securing Adequate Funding for Higher Education in the West Bank and Gaza Strip over the 1994-1998 period

Background:

Tertiary level institutions in the OT have relied, to a significant extent on outside support from a variety of sources. External funding will continue to be vital for a considerable period of time. The pledges already made by the international community to support the peace process open up new prospects for increased international support for higher education as well. At the same time, under self rule, it is expected to gradually move towards self sustainability of the system.

Objectives:

. to formulate a comprehensive plan for securing adequate funding from various sources for the current operating expenses and for capital investments for higher education during the next five years;

- to launch a large scale campaign in support of the development of a strong higher education system in Palestine, by international, financial and technical assistance agencies and foundations;

- to secure self-sustainability of the system by the end of the transition period;

Estimates of Financial Needs and Sources for Funding over the period 1994-1998:

Having in mind student numbers by disciplines, the corrective measures needed in the content, structure and methods of tertiary education in Palestine, it is estimated that by 1998 the annual operational budget will be around US$ 50 million. At the same time, a total budget of an additional US$ 50 million will be needed for capital investment over the period 1994-1998.

It is estimated that, by the end of the transition period, the funding pattern for higher education in the West Bank and Gaza Strip could be as follows: (i) at least 50 per cent of the cost should be covered by public funds; (ii) students would pay approximately one third of the cost through tuition fees, and (iii) private donations and receipts from services rendered to the community would cater for the remaining part of the total budget.

This would imply annual public support of about US$ 25 million dollars, tuition fee receipt of about US$ 16 million dollars (with, if necessary, a raise in average tuition fees by 1998 to US$ 750 per year) and an annual revenue of approximately US$ 9 million dollars from services and fund raising efforts. The amount of the capital budget is assumed to be raised through reinforcement of the current practice of funding from private contributions, bi-lateral and international aid agencies and, to the extent possible, the government.

Activities:

1. Donors' conference, organized jointly by UNESCO, World Bank, UNDP, European Union, Arab Fund for Social and Economic Development, other multilateral and bilateral donor agencies, the Council for Higher Education and the Palestinian authorities, with the aim of raising approximatively 25 million dollars per year to support the operational budget and to adopt the corrective measures necessary to strengthen the Palestinian higher education system.

The areas in need of urgent support are:

(i) Budget support at the rate of 50 per cent of the operational budget of universities and community colleges for the first and second year of the transition period (1994-1995), 40 per cent for the third year, (1996) 30 per cent for the fourth (1997) and 20 per cent for the fifth year (1998).

(ii) The establishment of a revolving fund for student loans and for on campus part-time work. The revolving fund may be built up over a period of five years to reach five million US dollars by the end of the period.

(iii) Supply of basic reference books and journals for libraries of four judiciously chosen universities in selected fields at the cost of 500 thousand US dollars per year for five years.

(iv) Supply of materials, instruments and equipments for selected departments and laboratories at an estimated cost of 500 thousand US dollars per year for five years.

(v) Establishment of language laboratories for teaching English and other foreign languages in at least three universities, at an estimated cost of 100 thousand dollars each.

(vi) Supply of materials, instruments and machines to establish workshops in universities and community colleges. Each workshop is to serve the functions of student training, manufacturing of simple laboratory equipment and maintenance.

(vii) Provision of scholarship funds at the rate of ten per year for five years, to train academic staff at PHD level at quality universities abroad.

(viii) Provision of funds for hiring expatriate staff in certain disciplines and fields, until such time as Palestinians return, after completion of post-graduate studies.

2. To develop a strategy to recover 30-35 per cent of all operating expenses from tuition fees and another 15-20 per cent from fees and services, grants and private donations. The strategy should provide for differential tuition fees between universities and disciplines so that the fee system can be used as a financial management tool. The strategy should also envisage introduction of a student loan system and a scholarship assistance programme for needy and gifted students.

3. To consider the feasibility of a special university tax during the latter part of the transition period, with a view to assure that, by the end of the transition period, the revenues should cover not less than 50 per cent of the operating cost of higher education.

4. To institutionalize and reinforce the fund raising programmes at each university or college and to supplement these by the collective efforts of the Council of Higher Education. Capital development and student assistance should have priority in the allocation of funds thus collected.

5. To further rationalize allocation of public funds to different institutions on considerations not only of student and staff numbers and disciplines but also of achieved quality, diversity of functions, rewards for success, efficiency of management, comprehensiveness of planning and consistency of the programmes and their output with the real needs of the Palestinian society. In respect of capital funds, allocation should be based not only on perceived need but also potential to make the best use of physical facilities constructed.

Duration: Activity 1 is scheduled for 1994; Activities 2 to 5, based on in-depth studies to be elaborated mainly by the Palestinian authorities, with international support, are to be implemented over an 18 months period, before the end of 1995.

Note:

No exact budgeting is provided for launching Project N° 3, on the understanding that, if the budgetary estimates for Higher Education in Palestine are found valid and acceptable by the Donor's community, the latter will also allocate the operational funds needed (i.e. organization of the Donors' conference, elaboration of further studies, etc.) as part of the overall commitment for support to higher education in Palestine, as outlined in the proposal. However, an estimated budget of US$75.000 is needed for the elaboration of further in-depth studies of financing higher education in the West Bank and Gaza, and for the training of Palestinian specialists in financing of education.

Project N° 4: Emergency support for upgrading laboratories and workshops of colleges and universities

Background:

Higher education institutions in the West Bank and Gaza Strip, particularly the technical colleges and the universities which offer science and technology training, lack the minimum laboratory and workshop facilities. This situation has had a negative impact on the whole process of education. As a consequence the quality of education in certain fields is either very low or is completely lacking.

Immediate objectives:

- to assure the urgent acquisition of laboratories, equipment and materials, as a means to improve the quality of teaching and training provided by the institutions;

- to train personnel in charge of the operation and maintenance of laboratories and workshops.

Activities:

- Undertake assessment of urgent minimum needs of colleges and universities, based on the requests presented by the Palestinian universities to the UNESCO mission;

- Prepare the technical specifications and listings of required laboratories and workshops;

- Procurement, delivery and installation of laboratories and workshops;

- Training of technicians;

Outputs:

- Improved conditions of laboratory and workshops;
- Technicians trained;
- Improved quality of teaching and training;
- Improved quality of graduates;

Budget : US$ 500,000, over the period 1994/1995, for addressing immediate needs (purchase, delivery and installation of laboratories and workshops and for the training of technicians). An additional US$2 million is needed over the 1996-1998 period, for a larger scale programme of laboratory equipment and workshop installations, based on in-depth studies of the requirements of individual institutions.

Total Budget Project No. 4 US$2.5 million

Project N° 5: Enhancing the Contribution of Regional and International Co-operation for Higher Education in the West Bank and Gaza Strip

Background:

The peace process in the Middle East has the strong support of the international academic community. Sub-regional, regional and international linkages are called upon to play a major role in meeting both the immediate and the medium and long term needs of higher education in Palestine. This refers to overall issues concerning **quality** in the first place. Also, **institutional** and **staff** development can best be assured through durable links established with universities in other countries. Special mention should be made of the benefic role of international opening and co-operation as a means to overcome past isolation, long entrenched animosities, and even intolerance, thus making a crucial contribution to the peace progress.

The possibilities for developing international co-operation of Palestinian institutions with higher education institutions throughout the world will grow

considerably as the peace process progresses. It is accordingly proposed to launch a multi-pronged programme, addressing specific issues, through the use of existing co-operation mechanisms and involving as many institutions as possible.

The overall framework for activities included under Project n° 5 could be provided by the UNITWIN/UNESCO Chairs Programme, and its major components could be the following:

A. Relaunching of the PEACE Programme in support of Palestinian higher education institutions at an extended scale and involving a large number of institutions in Europe, North America and the Arab Region.

B. TOKTEN Programme : Enhancing the quality of teaching and research of Palestinian higher education institutions through the (temporary) return of Palestinian academics living abroad.

C. University Volunteers Project for Palestine.

A. PEACE Programme

Background

Upon the initiative of a number of European universities, members of the COIMBRA Group, UNESCO helped launch, in 1991, a Programme for Palestinian European Academic Cooperation in Education (PEACE). The programme, involving initially 12 European and 6 Palestinian universities, was also supported by the European Community. It included exchange of professors and students in addition to joint training and research activities. There is growing interest to further develop this project at an extended scale, as indicated by various universities and organizations such as the European Rectors' Conference (CRE), the European Association of International Education (EAIE), The Mid-West Universities Consortium for International Assistance (MUCIA), USA, the Community of Mediterranean Universities (CUM), etc.

Objectives:

- to open up Palestinian higher education institutions to international co-operation and to develop durable links with institutions abroad within;

- to address, through such linkages, various specific needs of Palestinian institutions in areas such as: transfer of knowledge, staff development; development of post-graduate studies; undertaking of joint research, provision of laboratory equipment and library facilities, etc;

. to make a contribution to the peace process, through promoting better understanding, tolerance and the building up of a culture of peace in the region.

Activities:

- Through the launching of the second phase, more support for Palestinian universities will be secured. More opportunities for Palestinian post-graduate students and young academics to be trained at universities abroad will be provided. Extensive joint research activities, relevant to sustainable development of Palestine will be undertaken thus strengthening national capacities in this area.

- The expansion is intended to involve, in addition to European universities, also Arab and American universities. It will also be destined to enlarge the size and magnitude of exchanges and of joint training and research activities. Involvement of Donors' support is vital for launching this second phase.

- Organization of a preparatory meeting of the Steering Committee of the PEACE Programme, to be followed by a larger International Conference on Academic Co-operation with Palestinian Higher Education Institutions, in November 1994.

Budget:

(a) the convening of the Steering Committee meeting of the PEACE Programme and of the International Conference (US$ 30,000, already approved by the Director-General of UNESCO);

(b) re-launching the PEACE Programme at an extended scale including the establishment of UNESCO Chairs in priority areas for institutional development of Palestinian universities (US$ 330,000, of which 90,000 already provided by UNESCO as seed money to launch projects);

(c) exchange of staff, student fellowships for Palestinian post-graduate students and for young academics (US$ 250,000);

(d) undertaking of joint research projects in areas of high relevance for the sustainable development of Palestine (US$ 150,000);

(e) laboratory equipment and library facilities (US$ 150,000) (to be linked to activities foreseen under Projects 4 and 6)

Budget for PEACE Programme: US$ 910,000.

B. TOKTEN Programme : Enhancing the Quality of Teaching and Research at Palestinian Higher Education Institutions through the temporary return of Palestinian Academics Abroad

Background:

The universities in the Occupied Territories have lost many members of their teaching staff who either voluntarily immigrated or were forced to leave. This brain drain has had a negative impact on the quality of higher education. Most of those who had left are presently working in Arab or foreign universities.

It is encouraging to see that some of them begin to return to Palestine and now occupy leading positions in the various higher education institutions in the country. This process should be encouraged, through coordinated international efforts since it is essential for raising the academic quality of higher education in Palestine, to undertake research and more particularly so to provide for post-graduate studies in fields which are not covered by the present system. The Transfer of Knowledge through Expatriate Nationals (TOKTEN) Programme, provides the framework for action in this respect.

Activities:

- International campaign and provision of financial assistance to facilitate the return of young Palestinian scholars who are finishing their studies and acquire their PhD degrees abroad;

- The final return of those well established Palestinian academics abroad who express their willingness to return;

- the temporary return of distinguished Palestinian academics who occupy leading position in teaching, research and administration at reputed universities abroad, for shorter periods (from one semester to one-two academic years, either during their sabbaticals or through special arrangements between the respective institutions) to help launching new programmes and to assist in the development of the research capacity of Palestinian universities. They can also serve as major actors in establishing long-term links between the universities abroad where they are tenured and the Palestinian universities.

Budget for TOKTEN Project: US$ 250,000 over 5 years; to be used as follows: 100,000 for 1994/1995; 75,000 for 1995/1996; 50,000 for 1996/1997 and 25,000 for 1997/1998.

C. University Volunteers Project for Palestine

Background:

There is growing willingness among academics at various universities, particularly in Europe, North America, and the Arab countries, to place their services, on a voluntary basis, at the disposal of higher education institutions (universities and community colleges) in the West Bank and Gaza Strip.

Following the model of the UN Volunteers Programme, UNESCO could take the initiative to launch a University Volunteers Scheme for Palestine.

Activities :

- Facilities will be created for newly retired academics or university teachers who are on their sabbaticals to teach and do research at Palestinian higher education institutions on a voluntary basis.

The costs are reduced considerably, by comparison to existing practices of hiring expatriate nationals. The "University Volunteers" (i.e. university teachers, researchers, trainers in technical and vocational fields, equipment, maintenance, technicians, etc.) can spend periods of time at Palestinian institutions either during their sabbaticals or within the framework of agreements signed between their own institutions and Palestinian one (PEACE Programme, presented above). Only travel and subsistence allowances have to be covered.

Budget: US$ 150,000 which would allow for a number of 20 university teachers/researchers and/or technicians (5 per year) to spend periods of time at Palestinian institutions, over the period 1994/1998.

Total budget Project N° 5: US$ 1,310,000

Project N° 6: Provision for Books, Scientific Periodicals and Teaching Materials and Aids

Background:

Shortage of books (including basic textbooks for the regular courses, let alone new acquisitions periodicals) is chronic. None of the universities subscribes on a regular basis to the leading scientific and academic journals. Even those collections of scientific journals which had begun to be developed (as for instance at Birzeit and An Najah universities, have been discontinued during the closure of the higher education institutions. An all-out effort is needed in order to provide the institutions with adequate library facilities.

Objectives:

- to take immediate steps in order to meet the most urgent textbook needs of each and every institution, so that they can assure their teaching function adequately;

- to assure the endowment of the leading institutions, departments and laboratories with the scientific periodicals, books and other bibliographical materials as well as with access to data bases that would enable them to undertake research and to take part in joint research projects;

- to consider the feasibility of establishing depository institution, which could serve as the national university library, linked to all the other institutions of higher education in the West Bank and Gaza Strip;

- to provide for on-line link (Email) and for access to data bases with other universities in the region and in the world, at least for the leading higher education institutions in Palestine.

Activities:

- UNESCO will take the lead, within the framework of the UNITWIN/UNESCO Chairs Programme and working in close cooperation with the International Council for Scientific Unions (ICSU), the International Federation of Library Associations, (IFLA), the American Society for the Advancement of Science, etc. to start a **large scale project** in support of **university libraries in Palestine**, through concerted international financial support and with the active involvement of higher education institutions and non-governmental organizations which are active in the field.

Budget: US$ 1.500.000, over the period 1994-1998

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